

Department of the Army
Headquarters, United States Army
Training and Doctrine Command
Fort Eustis, Virginia 23604-5701

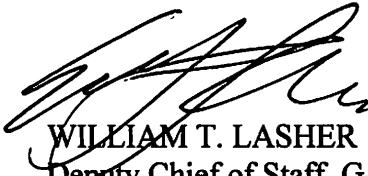
*TRADOC Regulation 350-36

20 February 2020

Training

Basic Officer Leader Training Policies and Administration

PAUL E. FUNK II
General, U.S. Army
Commanding



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History. This is a major revision to U.S. Army Training and Doctrine Command Regulation 350-36.

Summary. U.S. Army Training and Doctrine Command Regulation 350-36 prescribes policies, guidance, responsibilities, procedures, and organizational relationship associated with managing and conducting common core initial military training in Basic Officer Leaders Courses: Basic Officer Leaders Courses-Accessions, Warrant Officer Candidate School, Direct Commissioned Course, Basic Officer Leaders Courses-Branch, and Warrant Officer Basic Course.

Applicability. This regulation applies to U.S. Army Training and Doctrine Command schools, Regular Army, Army National Guard officers, U.S. Army Reserve officers, branch specific/technical schools, and warrant officers basic course training conducted at service schools, Army Training Centers, and other agencies and activities under the control of Headquarters, TRADOC. This regulation is also applicable to all Regular Army, Army National Guard, and U.S. Army Reserve new officer and warrant officer accessions training at service schools and academies under the control of the Department of the Army through the execution of a memorandum of understanding that clearly defines corresponding responsibilities and support actions coordinated between U.S. Army Cadet Command; U.S. Military Academy, and the Deputy Commanding General for Initial Military Training. The policies contained herein, unless otherwise stated, apply to members of sister and foreign services attending Army initial military training schools. Paragraph 3-1d of this regulation is punitive. Soldiers who violate paragraph

*This regulation supersedes TRADOC Regulation 350-36, dated 9 August 2017.

3-1d may be subject to punishment under the Uniform Code of Military Justice. U.S. Army Training and Doctrine Command subordinate commanders who are also installation commanders should issue local regulations or incorporate into pre-existing local regulations, the appropriate punitive provisions of U.S. Army Training and Doctrine Command Regulation 350-36 as effective on their installations to protect students and preserve good order and discipline.

Proponent and exception authority. The proponent of this regulation is the TRADOC Deputy Commanding General for Initial Military Training (DCG-IMT) (ATMT), 210 Dillon Circle, Fort Eustis, Virginia 23604-5701. The DCG-IMT is dual hatted as the Commanding General (CG), U.S. Army Center for Initial Military Training (USACIMT). Throughout the regulation the specific role and function will be aligned to the respective title. The Commanding General, USACIMT has the authority to approve exceptions or waivers to the initial military training common core training guidance in this regulation that are consistent with controlling law and regulations. The Commanding General, USACIMT may delegate this approval authority in writing to the proponent agency Basic Officer Leaders Courses-Accessions or Basic Officer Leaders Courses-Branch, in the grade of colonel (O-6) or the civilian equivalent. Activities may request a waiver to this regulation by providing justification that includes a full analysis of the expected benefits and must include formal review by the activity's senior legal officer. All waiver requests will be endorsed by the commander or senior leader of the requesting activity and forwarded through higher headquarters to the policy proponent.

Army management control process. This regulation contains management control provisions in accordance with Army Regulation 11-2, but it does not identify key management controls that must be evaluated.

Supplementation. Supplementation of this regulation and establishment of command and local forms is prohibited without prior approval from the CG, USACIMT, (ATMT), 210 Dillon Circle, Fort Eustis, Virginia 23604-5701.

Suggested improvements. Users are invited to send comments and suggested improvements on Department of the Army Form 2028 (Recommended Changes to Publications and Blank Forms) directly to the CG, USACIMT, (ATMT), 210 Dillon Circle, Fort Eustis, Virginia 23604-5701. Suggested improvements may also be submitted using Department of the Army (DA) Form 1045 (Army Ideas for Excellence Program Proposal).

Distribution. This regulation is available in electronic media only at the [TRADOC Administrative Publications website](#).

Summary of Change

TRADOC Regulation 350-36 Basic Officer Leader Training Policies and Administration

This major revision, dated 20 February 2020-

- o Updates the Basic Officer Leaders Course Model to reflect doctrinally correct warrant officer career college unit insignia (fig 1-1).
- o Adds acronym for U.S. Army Medical Center of Excellence (para 1-2c).
- o Updates the correlation between commitment and resilience (para 1-6e) and reference to holistic health and fitness initiative (para 1-6f).
- o Adds guidance to increase complexity and rigor in training (para 2-2b).
- o Updates the annual common core task list revision process (fig 2-2).
- o Changes verbiage to review risk management integration into training products and assess the validity of proposed control measures during evaluations/assessments (para 2-3b).
- o Updates marksmanship requirements during phases of basic officer leader course (para 2-5c).
- o Changes content and title to hand-to-hand fighting techniques and adds required training hours (para 2-5d).
- o Adds references that reinforce the mandatory training pertaining to the “ethical standards of conduct and uniform code of military justice training” (para 2-5g).
- o Adds guidance on Government Ethics in accordance with Army Regulation 350-1 and 5 Code of Federal Regulations 2638.304 (para 2-5g).
- o Adds guidance on Uniform Code of Military Justice, Code of Conduct and Law of Armed Conflict training in accordance with Army Regulation 27-10, Executive Order 10631 and section 3583 of Title 10, U.S. Code (para 2-5g).
- o Adds the requirement of an after action review to any field training (para 2-5k).
- o Adds an after action review requirement in accordance with Field Manual 7-0, to reinforce desired learning outcomes and establish the habit in new officers to conduct them (para 2-5m).
- o Adds guidance on professionalization of online conduct and additional behaviors that undermine dignity and respect that are outlined in all Army activities 058-2018 (para 3-1c).

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- o Updates the all Army activities 002/2019 for religious accommodations (para 3-2a).
- o Adds combat lifesaver requirements to all officer military training events (para 3- 2b).
- o Identifies the Department of Defense Form 2977 as the system of recording identified controls specifically (para 3-3f).
- o Updates the common core task list synchronization conference to an annual requirement from its previous biennial requirement (para 4-1 and throughout).
- o Updates the Army Learning Areas and General Learning Outcomes (para 4-8).
- o Adds mandatory joint ethics training and reporting requirements (para 5-1).
- o Updates the reduction in mandatory cadre training for master resiliency training from 100% to 25% (para 5-1).
- o Updates paragraph on Soldier and Family Readiness Group fundraising activities (para 5-3).
- o Adds the requirement to appoint a commander portal approved manager to ensure compliance with individual medical readiness requirements (para 5-4).
- o Updates references to reflect the Army Combat Fitness Test as graduation requirement (para 5-5c).
- o Adds Commanding General, United States Army Center for Initial Military Training policy on officer applicants in Initial Military Training Soldiers as human research volunteers (para 5-6).
- o Revises terminology, organization and course titles, grammar, composition and content throughout.

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Chapter 1 Introduction

1-1. Purpose

This regulation prescribes U.S. Army Training and Doctrine Command (TRADOC) guidance, policies, procedures, and responsibilities for managing and conducting Basic Officer Leader Course (BOLC) common core and branch specific training, student in-processing, student holdovers/recycles, and outlines the desired outcomes of BOLC organizations. Officer initial military training (IMT) consists of BOLC- Accessions (BOLC-A) pre-appointment/commissioning training, Direct Commission Course (DCC) comparative training, and branch specific/technical training in BOLC-Branch (BOLC-B). Organizations that execute BOLC-A training are: U.S. Army Cadet Command (USACC) which is the proponent for the Reserve Officer Training Corps (ROTC), United States Military Academy (USMA), Regular Army (RA) and Army National Guard (ARNG) Officer Candidate Schools (OCS), RA and ARNG Warrant Officer Candidate Schools (WOCS) and the U.S. Army John F. Kennedy Special Warfare Center and School (USAJFKSWCS). This regulation also supports the design, development, and execution of all BOLC-B programs of instruction (POIs). See figure 1-1, Basic Officer Leaders Course (BOLC) Model.

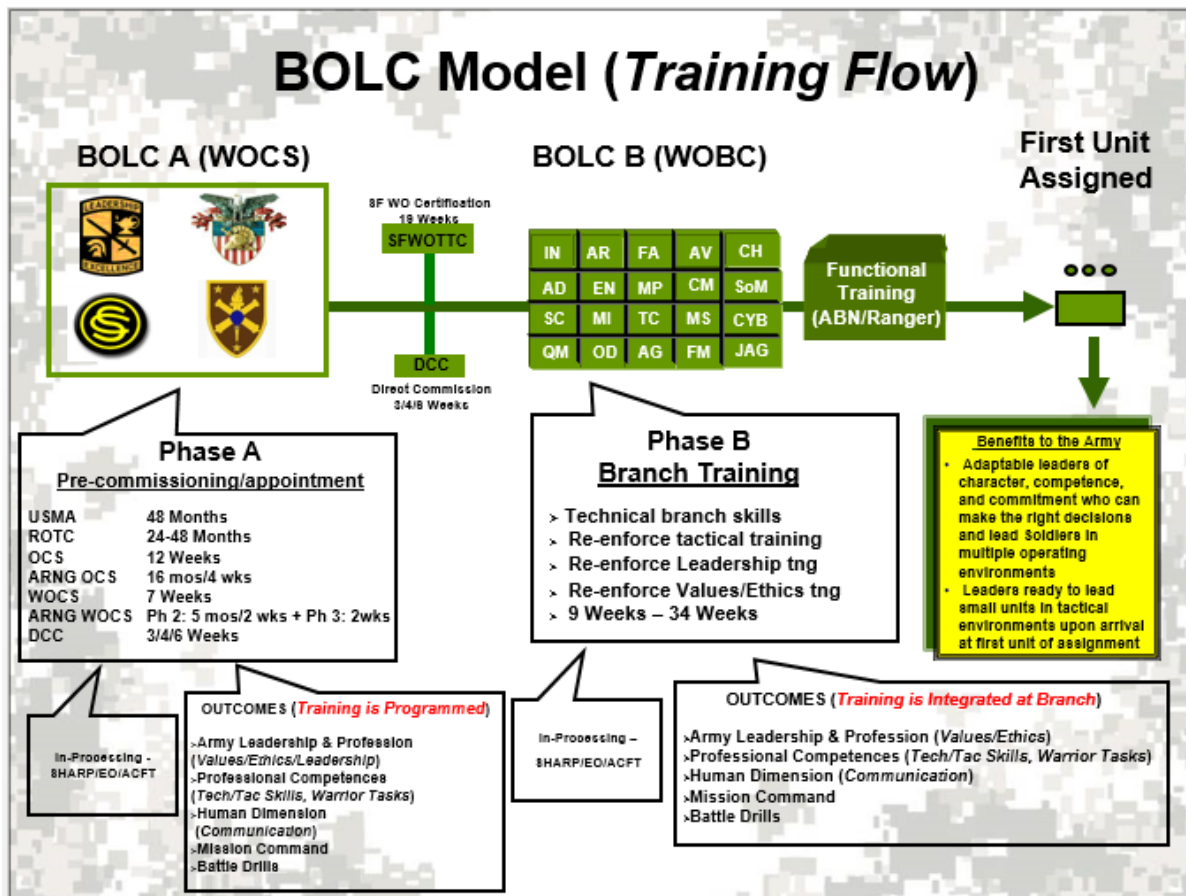


Figure 1-1. Basic Officer Leaders Course (BOLC) model

1-2. BOLC mission

a. IMT conducts BOLC training through various pathways to professionally develop volunteers into Army officers and warrant officers capable of leading upon arrival at their first unit of assignment (FUA).

b. BOLC-A. Professionally develop aspiring Army officers and warrant officers through IMT, education, and experience into trusted Army professionals – leaders of character, competence, and commitment. Develop basic, tactical, and technical knowledge, skills, and leadership attributes while imbuing candidates and cadets with the moral principles of the Army ethic. BOLC-A commissioning/appointment sources are ROTC, USMA, RA and ARNG OCS, and RA and ARNG WOCS. The proponents' mission statements are as follows:

(1) ROTC. Train, educate and inspire Army ROTC cadets in order to commission officers of character for the Total Army; develop citizens of character for a lifetime of commitment and service to our Nation.

(2) USMA. Educate, train, and inspire the Corps of Cadets so that each graduate is a commissioned leader of character committed to the values of Duty, Honor, Country, and prepared for a career of professional excellence and service to the Nation as an officer in the U.S. Army.

(3) RA/ARNG OCS. Train, educate, and commission officers in order to provide the Army with leaders of character who live by the Army ethic.

(4) RA/ARNG WOCS. Train, develop, and appoint warrant officers of character who live by the Army ethic with the leadership skills necessary to meet future Army challenges.

c. BOLC-A comparative training.

(1) The DCC trains direct commissioned officers within the U.S. Army Judge Advocate General's Corps, the U.S. Army Medical Center of Excellence (MEDCOE), the U.S. Army Chaplains Corps, and other area of concentration officers on fundamental skills, establishing a foundation in leadership, physical fitness, mental toughness, and tactical and technical proficiency. Moreover, in accordance with Army Regulation (AR) 165-1, chaplains as non-combatants are not required to conduct combat specific training while in an IMT environment.

(2) The Special Forces Warrant Officer Technical and Tactical Certification Course results in the appointment and qualification of selected Special Forces Soldiers as warrant officers WO1s in MOS 180A. The Special Forces Warrant Officer Technical and Tactical Certification Course conducts Army BOLC and Special Forces proponent-based training and education to provide the force with skilled assistant detachment commanders.

d. BOLC-B officer and warrant officer branch specific/technical certification. Provide newly commissioned Army officers and appointed warrant officers with continued progressive and

sequential training at branch schools to produce adaptive officers with the character, technical certification and tactical competence; committed to successfully lead upon arrival at their FUA.

1-3. References

See [appendix A](#).

1-4. Explanation of abbreviations and terms

See the [glossary](#).

1-5. Records management requirements

As mandated by AR 25–400–2, the records management (recordkeeping) requirements for all record numbers, associated forms, and reports are included in the Army’s Records Retention Schedule-Army (RRS–A). Detailed information for all related record numbers, forms, and reports associated with this regulation are located in RRS–A at <https://www.arims.army.mil> and a few are cited in appendix E.

1-6. Army Profession

a. The Army Profession is a unique vocation of experts certified in the ethical design, generation, support, and application of land power, serving under civilian authority and entrusted to defend the U.S. Constitution and the rights and interests of the American people.

(1) The Army Profession consists of the Profession of Arms and the Army Civilian Corps. Officers and warrant officers are members of the Profession of Arms.

(2) The Army Profession establishes standards for “good order and discipline” and guides the actions of officers and warrant officers in accordance with the Army ethic. Officers and warrant officers embrace a shared identity as trusted Army professionals who are: honorable servants in defense of the U.S. Constitution and the American people; Army experts in the ethical design, generation, support, and application of land power; and responsible stewards of the people and other resources entrusted to their care. Army professionals strengthen the Army culture of trust as they live by and uphold the Army ethic, the heart of the Army Profession.

(3) The Army’s relationship with the American people is based on trust that is reinforced through the contribution of honorable service, military expertise, and stewardship with courageous esprit de corps. The Army earns and maintains trust through the ethical, effective, and efficient conduct of the mission.

(4) Within the Army Profession, officers and warrant officers earn and sustain trust by consistently demonstrating their character, competence, and commitment to include making appropriate decisions and taking appropriate actions that are ethical, effective, and efficient.

b. Principles of transformation. Transformation, as used in this regulation, is the deliberate and continuous professional development process to develop aspiring officer and warrant officer candidates into trusted Army professionals and leaders of character, competence, and commitment.

(1) Immersion into the Army Profession of Arms embodies values, personal conduct, self-discipline, motivation, and task performance.

(2) Application of these transformation principles ensures officers and warrant officers learn through the example of everyone with whom they have contact or via participation and observation.

(3) Consistently and broadly applied, the IMT environment will demonstrate the practical application of the Army ethic and inculcate the Army standards for conduct, discipline, and relationships.

(4) IMT leaders and cadre must serve as examples of proper military conduct and performance. Leaders and cadre are responsible for developing and certifying character and commitment in their students, as well as, competence.

(5) Where the desired environment is in contrast to an officer's background or experience, it provides the basis for positive change, exemplifying in meaningful ways what is required to be a successful Army Professional.

(6) When an officer's conduct differs from desired actions, leaders explain and demonstrate the Army's expectations and standards.

(7) This immersion requires officers and warrant officers to adopt and demonstrate the Army ethic; put its moral principles and Army Values into practice; understand how Army standards apply in performance and discipline; and, when necessary, fundamentally change their conduct to align with the Army ethic.

(8) It provides leaders the opportunity to relate attitude and conduct to individual and collective performance in real terms that includes service in time of war.

(9) To be effective, all leaders and cadre must comply with Army standards.

c. The Army ethic is the evolving set of laws, values, and shared beliefs, embedded within the Army culture of trust that motivates and guides the conduct of Army professionals bound together in common moral purpose. Living by and upholding the Army ethic is a commitment and an expectation. Specifically, the Army ethic informs, motivates, and inspires Army Professionals to:

(1) Seek to discover the truth, decide what is right (ethical, effective, and efficient), and demonstrate the character, competence, and commitment to act accordingly.

(2) Contribute honorable service in the conduct of the mission, performance of duty, and all aspects of life.

(3) Stand strong as stewards in maintaining the Army Profession by upholding the Army ethic - prevent misconduct and do what is right to stop unethical practices.

d. The essential characteristics of the Army Profession are depicted in a graphic symbolic of a stone bridge arch with Trust as the keystone of the profession. See figure 1-2, the characteristics of the Army profession.



Figure 1-2. Characteristics of the Army profession

e. Professional certification. A person becomes a member of the Army officer corps upon taking the oath to support and defend the U.S. Constitution. Training in IMT begins the developmental process to attain the status of an Army Professional. Certification is the verification and validation of an Army professional’s character, competence, and commitment to fulfill responsibilities and successfully perform assigned duty with discipline and to standard. Certification demonstrates to the American people that the Army is qualified to perform its expert work; and for Army professionals, it provides motivation and a sense of accomplishment.

(1) Through certification, the Army strengthens trust by confirming the professional development of officers and warrant officers and the readiness of organizations.

(2) Within the Army Profession, continuous and progressive development and certification in character, competence, and commitment is a life-long responsibility.

(3) Certification criteria evaluate the whole officer and warrant officer, taking into consideration the duties and responsibilities of the person; it is a holistic assessment of one’s character, competence, and commitment.

(a) Character is operationally defined as dedication and adherence to the Army ethic, including Army Values, as consistently and faithfully demonstrated in decisions and actions. Intrinsicly, character is one's true nature including identity, sense of purpose, values, virtues, morals, and conscience.

(b) Competence is the demonstrated ability to successfully perform duty with discipline and to-Standard. Required leader competence includes expertise (for example, knowledge, skills, and abilities) to lead in tactical, technical, geo-cultural, and unified-action partnership environments. Most importantly, leaders must be competent in human and leader development, for example, interpersonal relationships, developing their subordinates, and building cohesive teams.

(c) Commitment is the resolve to contribute honorable service to the nation and accomplish the mission despite adversity, obstacles, and challenges. Building the ability to navigate through and solve complex problems and challenges while on duty will not only help leaders accomplish the mission, but also prepare them mentally to help Soldiers and themselves through complex life situations that present adversity and hardship. Commitment is closely related to resilience.

(4) Standards. Standards must be clearly demonstrated, communicated, achievable, and enforced consistently and fairly to establish and maintain order. Standards based on skill sets must be appropriate to the level of professional certification; they are adjusted to ensure achievability and show progression throughout the training and education process of professional development. Standards based on the Army ethic do not change and are applied consistently in IMT and throughout a leader's career.

(5) Mentor/cadre. Knowledge, skills, discipline, and leadership development require education, training, experience, coaching, counseling, and mentoring. Some of the most influential aspects in the professional development of leaders are mentor/cadre relationships. BOLC instructors, staff and faculty, tactical officers, and leaders at all levels must be exemplary professional role models, always setting the example and living by the Army ethic. Each instructor and leader must understand and accept the responsibility to develop the character, competence and commitment of those they lead. Institutional commandants and professors of military science, as the senior stewards, do this by establishing and maintaining an organizational culture of trust and a positive learning climate.

f. The desired end state of professional development for all graduates includes the following outcomes:

(1) Understand, adhere to, uphold in others, and to live by the Army ethic.

(2) Lead and steward the profession, and proudly demonstrate the character consistent with the Army ethic. Be committed to the Army and the welfare of its Soldiers and Army Civilians.

(3) Possess self-discipline, and be adaptable, resilient and innovative.

- (4) Be capable of identifying and solving problems appropriate to their position and responsibility.
- (5) Be able to operate effectively under stress.
- (6) Be holistically (physically, mentally, emotionally, and spiritually) healthy and fit.
- (7) Demonstrate competency in Army traditions, customs and courtesies, fundamental Soldier skills, and responsibilities.

g. The principles of leader and professional development combine to foster an environment conducive to creating lasting change, while facilitating training, education, self-development, and character development. In this way, the officer or warrant officer will be prepared to ethically, effectively, and efficiently lead a cohesive team upon arrival at their FUA.

Chapter 2

Responsibilities

2-1. Commanding General (CG), U.S. Army Center for Initial Military Training (USACIMT)/Deputy Commanding General (DCG) for Initial Military Training CG, USACIMT/DCG-IMT will-

- a. Be the lead for the TRADOC core function: Initial Military Training. See TRADOC Regulation (TR) 10-5-8, for USACIMT core functions, and TR 1-11, for the definition of lead as a function.
- b. Establish, approve, and publish all IMT policy, strategy, and BOLC common core requirements.
- c. Coordinate with task and school proponents to identify training requirements as directed by TRADOC.
- d. Ensure common core training, linkage and standards between BOLC-A / BOLC-B organizations.
- e. Be the TRADOC Executive Agent for Sexual Harassment /Assault and Response Prevention Program.
- f. Be the TRADOC Executive Agent for physical readiness. Develop and coordinate TRADOC policy concerning the Army's Physical Readiness and Fitness programs to include the Master Fitness cadre Course, the operation of fitness training units to include the physical conditioning unit and the Physical Training Rehabilitation Program.

g. Support sustainable readiness while training, educating, and developing junior officers and warrant officers who can immediately contribute to their FUA, to instill the knowledges, skills, and abilities required to contribute at FUA.

h. Evaluate, redesign, and implement the common core task list (CCTL) for relevancy. Coordinate with branch proponents in the establishment and training of a relevant functional task list and the execution of professional development of newly commissioned junior officers and warrant officers.

i. Synchronize the training and preparation of junior officers and warrant officers within each branch proponent BOLC, so that these officers and warrant officers arrive at first unit in accordance with Army requirements.

j. Provide quality and relevant training and education that prepares leaders for the operational environment.

k. Establish administrative training policy and guidance.

l. Transform civilian volunteers into junior officers and warrant officers.

m. Train and develop competent, resilient, and agile IMT cadre leaders with character who are committed to the development of junior leaders.

n. Review POIs to ensure training is relevant, rigorous, and standardized.

o. Assist IMT brigades to improve the quality of life and resilience of IMT cadre, families, and civilians.

p. Direct the development of common core tasks.

q. Enable the resourcing of subordinate units.

r. Serve as the executive agent for exception to policy requests that require approval beyond TRADOC.

s. Ensure BOLC institutions produce agile, adaptive, and professional junior officers and warrant officers capable of leading upon arrival at their FUA. The officers must be physically ready, grounded in the Army ethic, and competent in their skills to contribute to their FUA.

t. Determine policy and provide guidance for the conduct of BOLC common core tasks required for BOLC-A through memorandum of understanding (MOU) with BOLC-A/BOLC-B organizations.

u. Review, validate, and approve the BOLC CCTL and elements of values, culture, and Warrior Ethos training.

v. In coordination with TRADOC DCS G-3/5/7, Training Operations Management Activity, review POIs to ensure common core task compliance, branch specific requirements, and course administrative requests for TRADOC BOLC-A/BOLC-B.

w. Evaluate resource challenges identified by BOLC-A/BOLC-B schools commandants to TRADOC.

x. Conduct conferences, video teleconferences, staff assistance visits, and POI reviews as required in the execution of BOLC management and evaluation responsibilities.

y. Conduct and host an IMT brigade commander/command sergeant major (CSM) conference each year.

z. Assess implementation of BOLC policy and TRADOC regulations at Center of Excellence sites.

aa. Conduct continuous CCTL assessment via a process that includes an annual IMT/BOLC synchronization conference, followed by a stakeholders' council of colonels and culminating with the submission of recommended changes to the CG, USACIMT for approval and follow-on inclusion into the approved CCTL. See figure 2-1, Annual CCTL revision process, for a visual representation.

(1) The process involves vital participation from BOLC-A and BOLC-B stakeholders through leaders at the FUA.

(2) It aligns CCTL to the current warfighting doctrine of the Army consistent with the latest warrior tasks and battle drills (WTBDs).

(3) Stakeholder inputs are gathered annually via a formalized USACIMT Staff Assistance Visit program and through carefully designed yearly surveys seeking to address gaps in education.

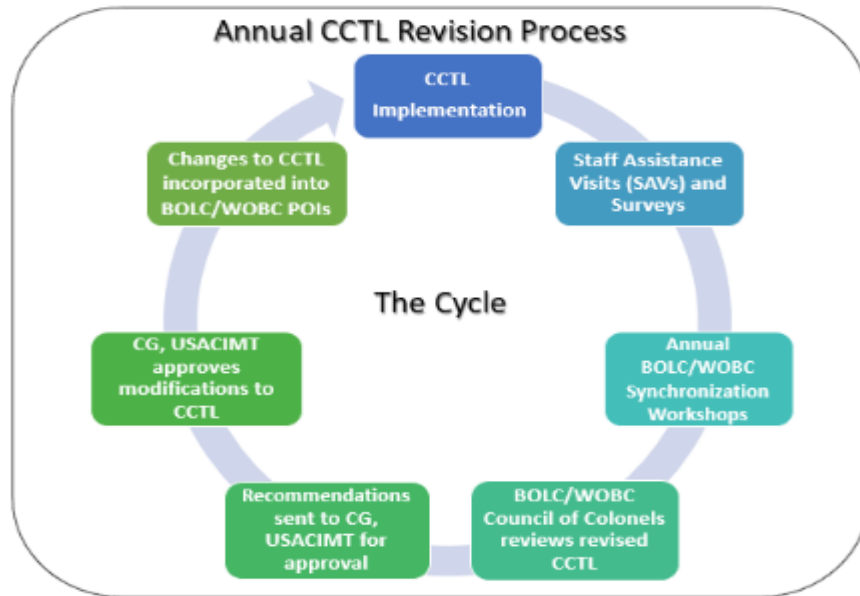


Figure 2-1. Annual CCTL revision process

bb. Review risk management integration into training products, and assess the validity of proposed control measures during evaluations/assessments.

2-2. Commanding generals and commandants of BOLC-A organizations

Commanding generals and commandants of BOLC-A organizations will-

a. Establish MOUs (as required) with CG, USACIMT governing their method of ensuring instruction of tasks on the CCTL.

b. Conduct BOLC-A CCTL training and other mandatory training as designated by CG, USACIMT and Headquarters, TRADOC in accordance with the MOU.

c. Forward proponent schools recommendations for exception to policy through the USACIMT G-7 BOLC Division to the CG, USACIMT for approval on all common core task modifications and changes to common core training.

2-3. BOLC-A program of instruction proponents

See table 2-1, for program of instruction proponent.

**Table 2-1
CG/commandant of BOLC-A organization**

CG/commandant of BOLC-A organization	POI proponent and cadre
U.S. Army Infantry School	DCC, RA OCS, ARNG OCS,
U.S. Army Air Defense Artillery School	MEDCOE DCC
U.S. Army Warrant Officer Career College	RA WOCS, ARNG WOCS
U.S. Army Special Forces Warrant Officer Institute	Special Forces Warrant Officer Technical and Tactical Certification
U.S. Military Academy	USMA
U.S. Army Cadet Command	ROTC
U.S. Army National Guard	ARNG OCS, ARNG WOCS

2-4. Commandants/commanders, TRADOC centers and schools

Commandants/commanders, TRADOC centers and schools will-

a. Conduct BOLC-B CCTL training, branch specific training, values training, professional development, and other mandatory training for junior officers and warrant officers as directed by CG, USACIMT, TRADOC, and Headquarters, Department of the Army (HQDA).

b. Ensure the branch/technical/tactical specific tasks within the POI remain current/relevant; and submit all recommended and required POI changes through CG, USACIMT to CG, TRADOC.

c. Implement procedures/processes to ensure quality control/assurance checks of BOLC training products and training management activities are conducted.

d. Develop and provide training support packages (TSPs) and Training Requirements Analysis System documentation, POIs, lesson plans, and other instructional material, as required, in accordance with TR 350-70.

e. Establish and maintain a working relationship through visits, conferences, video teleconferences, and correspondence with Army Training Center commanders, service school commandants, and training division commanders conducting training in courses for which they are the designated proponent.

f. Manage an effective mission-oriented safety program that integrates risk management into all activities and training, to protect personnel, facilities, equipment, and materiel under their charge, as well as the public and natural environment from hazards and mishaps.

g. Ensure records (hardcopy or electronic) created and/or received in the course of doing Army business are maintained in accordance with AR 25-400-2.

h. See figure 2-2, spheres of influence, for the relationship between organizations.

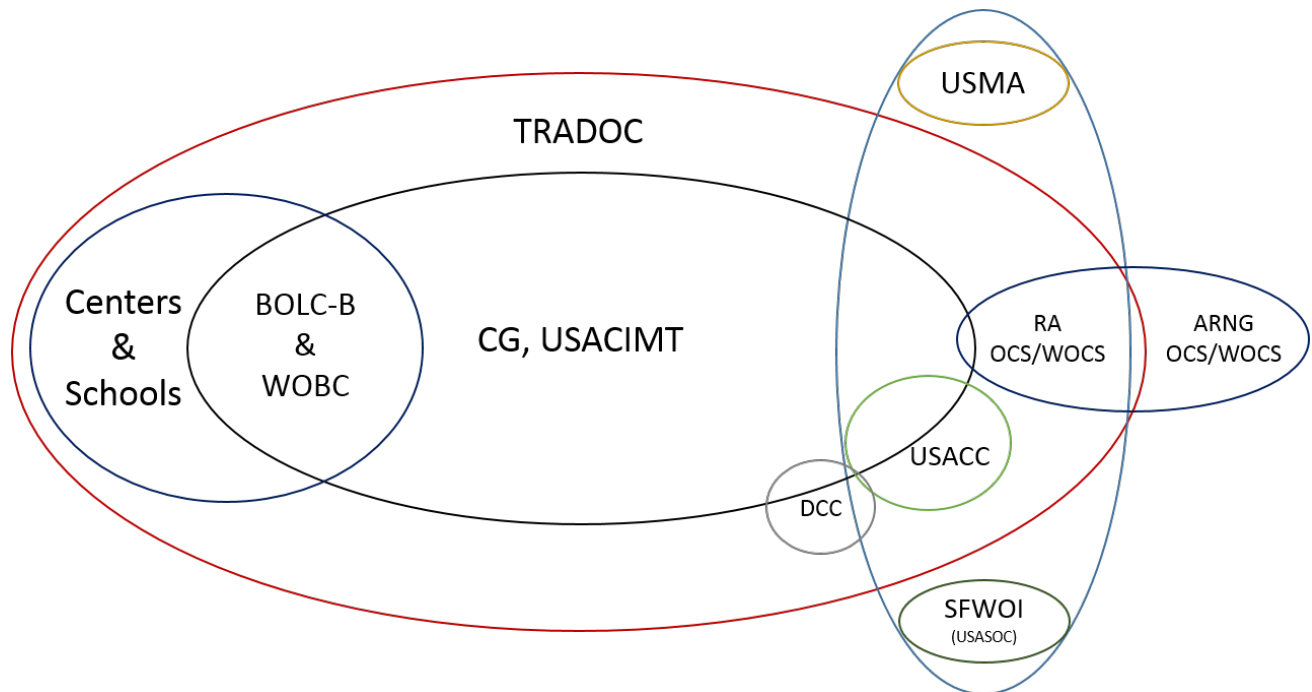


Figure 2-2. Spheres of influence

2-5. CG, USACIMT guidance to leadership

a. Army officers and warrant officers must exhibit professional attributes, be able to lead Soldiers by example, be technically and tactically proficient, and live the Army ethic. They must be professional and exhibit leadership, be physically fit, confident, and have strong military bearing. They must be mentally agile, innovative, and have sound judgment that will allow them to adapt to any circumstance.

b. Each BOLC school has an approved POI addressing defined and similar common core tasks including functional tasks dictated by the proponents. Unless commanders and commandants seek and obtain an exception to policy to change common core requirements in the POI, all will execute the POI-approved common core tasks without replacing topics or substituting one subject while deleting another. These tasks will be reviewed collaboratively by the branch, source proponents and the CG, USACIMT for relevancy and must be linked to the current operational environment. As a goal, BOLC-B training should be no more than 60 hours a week and six days a week, with exceptions being linked to periods of field training. Schools should create a more complex environment that places stress between the officer and their ability to accomplish tasks to standard. Reinforce and certify all officers in their branch-specific tasks in a rigorous, realistic, culminating training exercise. BOLC will continue with initiatives for improving Soldier physical performance as follows:

(1) Reduce overuse injuries by using standardized physical readiness training (PRT) in IMT in accordance with Field Manual (FM) 7-22. The PRT program is scientific, and based on

proven quantifiable results. Junior officers will be prepared to evaluate and lead PRT programs upon graduation from BOLC.

(2) Command presence at PRT will emphasize its importance. Leaders must emphasize the value of PRT by clearly explaining the objectives and benefits of the program, and ensuring the time allotted for PRT is used effectively.

(3) Optimize performance by ensuring that menu selections, dining facility layout, and performance nutrition information are provided in accordance with the Soldier Fueling Initiative.

c. Marksmanship. To provide BOLC-A/BOLC-B students with the advanced skills necessary to engage the enemy around the world, the BOLC rifle marksmanship (RM) strategy consists of: zero and qualify in BOLC-A to include back-up iron sights (BUIS) and zero and qualify in BOLC-B with close combat optic (pending resource availability), conduct range operations, and ammunition holding area/hazardous material procedures. Training is conducted with RM 1-10 rifle marksmanship periods for all BOLC-B schools. Training will focus on the fundamentals of marksmanship leading up to qualifying on respective assigned individual weapons. During RM periods 1-10, uniform standards will be directed by POI requirements and local command policy.

d. Hand-to-hand fighting. Students must be prepared to use different levels of force in an environment where conflict may change from low intensity to high intensity in a matter of minutes. BOLC-B schools will provide a minimum of 32 hours-of-hand to hand fighting and that training will instill courage and self-confidence. With competence comes the understanding of controlled aggression and the ability to remain focused while under duress.

e. Leadership. Provide mission-focused leadership and critical thinking opportunities to improve professional development and produce agile and adaptive leaders who are able to accomplish any mission. Cadre will provide mission-focused leadership opportunities and place BOLC students in situations that will test their resourcefulness and ingenuity.

f. Army ethic and Values. BOLC will teach and train the Army ethic and Values, and will apply them in situational exercises that relate to combat as well as on-and off-duty events. Cadre will integrate moral principles, values, and ethical reasoning into training events and critical thinking. Academic evaluation reports and student counseling will include examples of following or failing to abide by the Army ethic and Values.

g. Initial government ethics, military justice, Code of Conduct, and law of armed conflict training.

(1) Initial government ethics. Active duty and reserve officers (IMT trainees) will receive initial ethics training no later than 90 days after entering active duty. This initial government ethics training will conform to the mandates of 5 CFR § 2638.304, DOD 5500.07-R, and Army Regulation 350-1. Training may be accomplished by providing written materials or through live/media-based training.

(a) Written materials. Initial government ethics training may consist of providing only written ethics materials prepared by a qualified instructor as defined by 5 CFR § 2638.308(c). Initial government ethics training materials will include the names of local designated Ethics Counselors and their email addresses, addresses, and telephone numbers, and will consist of:

- The Standards of Ethical Conduct for Employees of the Executive Branch (Standards) (5 CFR § 2635) and the Joint Ethics Regulation to keep or review (or an appropriate website); or
- The Summaries of the Standards, the Joint Ethics Regulation, and the 14 General Principles of Ethical Conduct (5 CFR § 2635.101(b)) to keep.

(b) Live/media-based training. Initial government ethics training provided by this method must be approved by a designated ethics counselor and be:

- Presented face to face by a qualified instructor as defined by 5 CFR § 2638.308(c); or
- Prepared by a qualified instructor as defined by 5 CFR § 2638.308(c) and presented by video teleconferencing, online computer training, computer-based, audiotape, videotape, telephonic, or similar method.

(c) TRADOC is required to submit an annual report through the Department of Army to the U.S. Office of Government Ethics, documenting compliance with this initial government ethics training requirement in accordance with 5 USC App, Ethics in Government Act of 1978, Title IV: Office of Government Ethics § 402(e)(1) and 5 CFR § 2638.207(a).

(2) Military justice. Officers in initial entry training will receive familiarization training on the UCMJ in accordance with AR 350-1 and AR 27-10 to ensure they understand their roles and responsibilities as commissioned officers in the military justice process.

(3) Code of Conduct. Officers in initial entry training will receive familiarization training on the Code of Conduct in accordance with AR 350-1, AR 525-28, and 10 USC § 7233.

(4) Law of armed conflict. Officers in initial entry training will receive familiarization training on the Law of Armed Conflict in accordance with AR 350-1 and DOD Directive 2311.01E.

h. Resilience. Enhance an officer's ability to perform, as well as to support Soldiers through development of the five dimensions of strength: emotional awareness, social communications, spiritual beliefs, family values, and physical fitness. Training will focus on both individual and organizational resiliency. Officers must be able to recognize the status of their organization and ways to improve or resolve identified problems.

i. Cultural awareness. Leader-focused training, which addresses general culture factors (non-region specific training including components of culture, communication, rapport building, and negotiation). Permitting junior leaders to incorporate these cultural factors that benefit engagement efforts by practicing cross-cultural competency skills; enhancing their ability to adapt within an operating environment.

j. Counter-improvised explosive devices. Training is conducted in IMT BOLC as integrated training in convoy and tactics operations. Preparing students to recognize and protect their units from improvised explosive device threats such as micro-drones and precision-guided munitions, as they evolve. Training must enable students to anticipate the evolving threat. POIs will include up-to-date training on friendly and enemy tactics, techniques, and procedures.

k. Field training. Officers and warrant officers will train in a realistic environment using scenario-driven field training exercises that will generate cohesive, trained leaders ready to operate at any point on the spectrum of conflict, in any environment, and under all conditions. During these exercises, officers and warrant officers will use individual skills such as RM, first aid, battle drills, and PRT to build warriors skills, while incorporating the branch and functional skills linked to their leadership development. The cadre must be prepared to adjust the tactical scenarios based on the performance of the student and must always be prepared to demonstrate possible doctrinal solutions to the tactical situation. Each iteration of training scenarios will be concluded with a cadre-facilitated candid after action review (AAR), to include ethical considerations in decisions made by the student officers.

l. Use of live, virtual, constructive gaming. Training resources and systems are integrated for optimum effectiveness to expand the operational environment. By applying technology and simulations, cadre create immersive, highly realistic environments for every level of training that reduces training costs and improves Soldier readiness.

m. Outcomes-based training and education. Outcomes-based training and education adapts a training strategy to meet the conditions of current and future operational environments. Developing new approaches in training is necessary to ensure leaders are confident in their ability to lead at their FUA. Outcomes-based training and education will focus on understanding of basic skills, development of intangible attributes, and understanding how tasks relate to each other and to varied situations when used by the centers and schools. AARs are held at the end of each training session to reinforce desired learning outcomes and establish the habit in new officers of conducting AARs when they arrive at the FUA. Ensure AARs are conducted in accordance with FM 7-0.

2-6. Command and control relationships and responsibilities of the CG USACIMT/DCG-IMT and proponent agencies

Mission. Provides mission command, and coordination of the Army's officer, warrant officer, and enlisted IMT. Develops and implements plans, policy, programs, organizations, and resources to accomplish the IMT mission. Exercises direct supervision, management, and oversight for policy, priorities, standards, leadership training, and resourcing prioritization of all matters pertaining to the IMT Enterprise. See figure 2-3, for BOLC mission command.

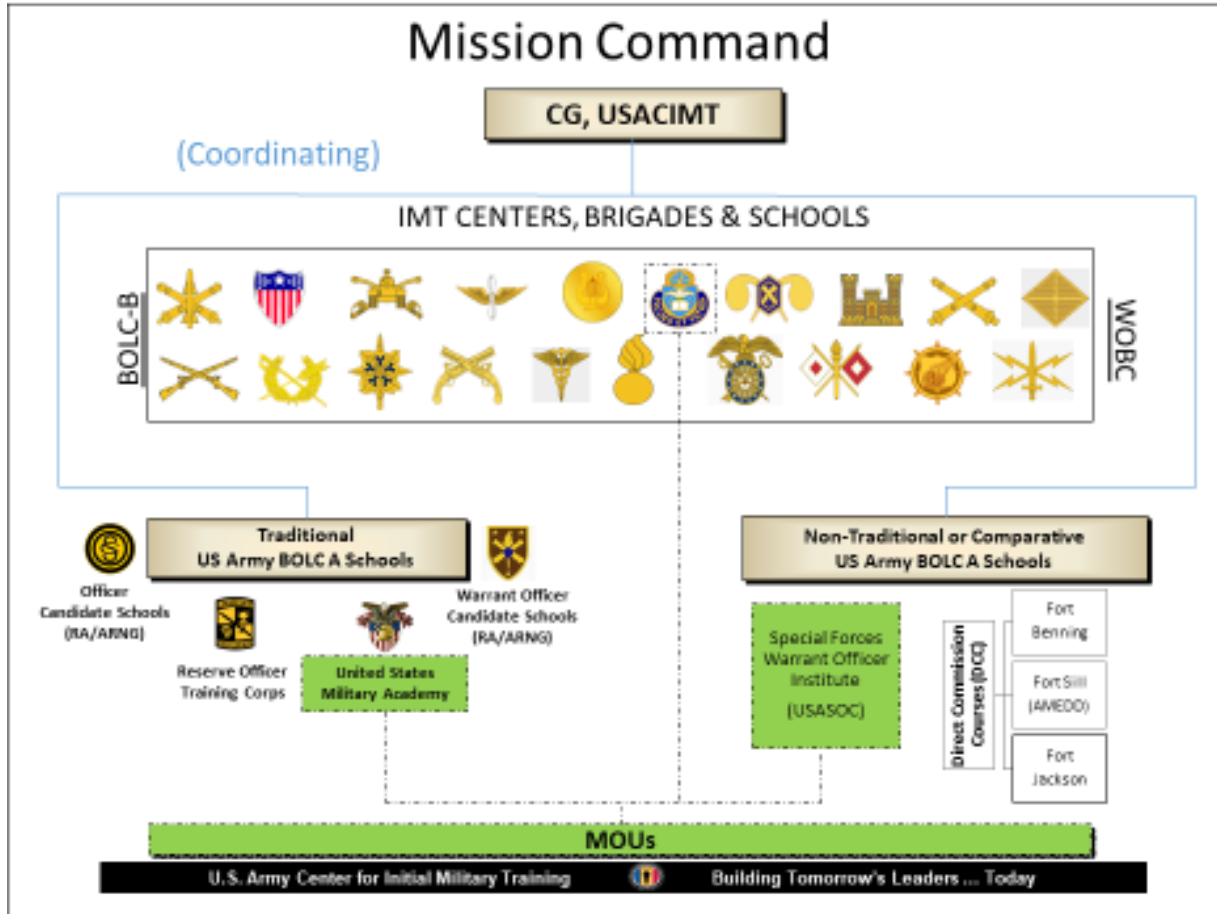


Figure 2-3. BOLC mission command

Chapter 3 Compliance, Standards, Accountability, and Discipline

3-1. Student abuse and prohibited relations.

a. Description. Student abuse is any improper or unlawful physical, verbal, or sexual act an Army cadre (see terms) or person commits against a student. Examples include extreme exercise-based corrective action not in accordance with physical readiness training (PRT) standards as defined in FM 7-22, demeaning or derogatory language, extreme profanity, sexual misconduct, extortion, soliciting donations, and prohibited relations. Cadre and students will sign a Department of Defense (DD) Form 2982 (Cadre Prohibited Activities Acknowledgement) and DD Form 2983 (Student Prohibited Activities Acknowledgement) upon assignment to a position or the first day of entry-level training, with explicit and strict command guidance, that acknowledges their understanding and responsibilities regarding the policies prohibiting inappropriate behaviors and relations outlined in DOD Instruction (DODI) 1304.33. Block 10 of DD Form 2982 and DD Form 2983 only has to be completed if one or more exceptions are identified in block 8; if so, complete block 10 in accordance with the requirements in block 8. At a minimum, the signed DD Form 2983 will be retained in the student's file and kept until 6

months after the student has left the unit. Also, at a minimum, the DD Form 2982 will be retained in the cadre's local file and kept for 1 year after the cadre has left the unit. Each cadre member will recertify the DD Form 2982 annually, demonstrating his understanding and responsibilities as outlined in DODI 1304.33. Cadre will brief students on the policies stated in DODI 1304.33. Cadre will provide information that can be used to contact someone in the leadership if they wish to report any issue related to a cadre's inappropriate conduct. In the event a form is not available, remarks will be identified/noted on the Soldier's initial counseling, acknowledging his or her receipt and understanding of policies concerning prohibited inappropriate behaviors and relations between cadre and students. Commanders will determine if an incident is student abuse.

b. Effect. This regulation does not change Army policies concerning hazing, bullying, and other behaviors that undermine dignity and respect, and the Sexual Harassment/Assault Response and Prevention (SHARP) program in AR 600-20; and prohibited relations during entry-level training. Cadre and students remain subject to compliance with these policies.

c. Reporting and investigation. Commanders will immediately report allegations of student abuse to Criminal Investigation Division Command (CIDC) and military police investigator (MPI) when such allegations are within military law enforcement purview. Commanders will promptly investigate all other allegations of student abuse. Prior to investigation, commanders will consult with their servicing SJA.

d. Prohibitions. This paragraph is punitive. Soldiers who violate this policy may be subject to punishment under the UCMJ. Soldiers whose conduct violates a punitive article of the UCMJ, may be charged and prosecuted. Nonjudicial punishment (UCMJ, Article 15) may be announced at the next unit formation after punishment is imposed or, if appealed, after the decision on the appeal. Commanders are encouraged to post nonjudicial punishment results on the unit bulletin board in accordance with AR 27-10. Courts-martial convictions may be published in installation newspapers and/or posted in the unit area where deemed appropriate. See subparagraphs 2-5d(1) through 2-5d(18), that govern prohibited behavior by Army cadre. See subparagraphs 2-5d(19) through 2-5d(27), that apply to student conduct.

(1) Army cadre will not develop, attempt to develop, or conduct a personal, intimate, or sexual relationship with any student. These relationships include, but are not limited to, dating, handholding, kissing, embracing, caressing, and engaging in sexual activities. Prohibited personal, intimate, or sexual relationships include those relationships conducted in person; through a third person; or via cards, letters, emails, telephone calls, text and instant messaging, video, photographs, social media, social networking, and any other means of communication. The following are also expressly prohibited: engaging in a personal telephone conversation with a student unrelated to the training mission or an authorized activity and "friending" or request to be a "friend" with a student through social media or via a social media networking website. (This prohibition does not apply to official unit-sponsored social media pages directed at conveying official Army information, communications, or activities used for official/professional communication between a cadre and a student.) Additionally, cadre may not contact a student's family member other than for matters in furtherance of performance of official duties.

(2) Cadre will not engage in physical contact with any student that is unrelated to an official training activity or duty. Permissible physical contact includes physical contact required to make necessary training corrections, to act in circumstances related to the safety of a student, or to provide medical assistance (for example, heat exhaustion, physical injury). This provision emphasizes wrongful, unnecessary touching between cadre and students, not harmless physical contact, such as a handshake. Cadre are not required to ask the student's permission when making necessary training corrections; however, effective cadre explain first to students why a training correction is necessary.

(3) Cadre will not use grade or position, threats, pressure, or promise of return of favors or favorable treatment in an attempt to gain sexual favors from any student.

(4) Cadre will not make sexual advances toward, or seek or accept sexual advances or favors from, any student. In addition, cadre will report all offers of sexual favors or sexual advances any student makes to appropriate military authorities.

(5) Cadre will not allow a student to enter a cadre's dwelling or residence, or share accommodations with a student in a hotel, motel, or similar dwelling.

(6) Cadre will not establish a common household with any student (that is, cadre will not share the same living area in an apartment, house, or other dwelling). This prohibition does not include facilities open to all members of a homeowners association or all tenants in an apartment complex.

(7) Cadre will not allow entry of any student into a cadre's privately owned vehicle. Exceptions exist for official business or when the safety or welfare of a student is at risk.

(8) Cadre may not encourage or require students to spend personal funds on transportation by taxi or a similar service to attend official appointments (for example, medical appointments).

(9) Cadre will not provide alcohol to, or consume alcohol with, any student. This prohibition does not apply to the practice of participation in religious services, rites, or rituals.

(10) Cadre will not attend social gatherings, clubs, bars, theaters, or similar establishments on a personal social basis with any student.

(11) Cadre will not play cards, games of chance, or gamble with any student.

(12) Cadre will not lend money to, borrow money from, or otherwise become indebted to any student.

(13) Cadre will not solicit donations from any student. Cadre may not require or encourage students to purchase common use items or common area cleaning supplies with their own funds (for example, bay cleaning supplies, toilet paper for common latrines, and other common use items).

(14) Cadre will not hire or otherwise employ, in an unofficial or personal capacity, any student (for example, for babysitting or maintenance jobs). Additionally, cadre may not sell any product, service, or opportunity to students. Cadre may not direct or encourage students to participate in, or purchase items at, any fundraising activity or volunteer event or direct or engage students to assist in the set up or break down of Soldier and Family readiness group (SFRG) activities. Family members may purchase items during SFRG fundraisers or be invited to events that support SFRG fundraisers. This provision does not prohibit students from voluntarily contributing to officially authorized campaigns (for example, Combined Federal Campaign, Army Emergency Relief) or making chapel offerings.

(15) Cadre will not accept personal goods, in an unofficial or personal capacity, from any student for storage or any other reason.

(16) Cadre will not participate in a closed-door discussion with a student. Cadre will keep doors fully open when meeting with any student. Window coverings are prohibited.

Note: At no time will a cadre be in a room isolated from view with a student/Soldier.

(17) Cadre may not use electronic communication in a manner that fails to treat a student with dignity and respect. Examples include, but are not limited to harassment, bullying, hazing, stalking, unlawful discrimination, or retaliation. Electronic communication is defined as the transfer of information (signs, writing, images, sounds, or data) transmitted by computer, phone, or another electronic device. Electronic communication includes, but is not limited to text messages, emails, chats, text and instant messaging, screensavers, blogs, social media sites, electronic device applications and web/video conferencing.

(18) Cadre will not deprive any student of meals, fail to provide any student with a reasonable time to eat meals, or restrict any student's meal choices. Cadre will refrain from disrupting the serving line, except for immediate safety considerations. Students shall be allowed at least 15 minutes to eat; this is time spent seated and does not include time spent in the serving line. Leaders will protect this time for the sole purpose of refueling to optimize performance. These requirements apply to both garrison and field environments.

(19) Students will not develop, attempt to develop, or conduct a personal, intimate, or sexual relationship with a cadre. These relationships include, but are not limited to, dating, handholding, kissing, embracing, caressing, and engaging in sexual activities. Prohibited personal, intimate, or sexual relationships include those relationships conducted in person; through a third party; or via cards, letters, emails, telephone calls, instant messaging, video, photographs, social media, social networking, or any other means of communication.

(20) Students will not make sexual advances toward, or seek or accept sexual advances or favors from a cadre.

(21) Students will not allow any cadre to enter their dwelling or privately owned vehicles except to conduct official business. Exceptions exist for official business when the safety or welfare of a cadre is at risk.

(22) Students will not establish a common household with a cadre (that is, will not share the same living area in an apartment, house, or other dwelling). This prohibition does not include facilities open to all members of a homeowners association or all tenants in an apartment complex.

(23) Students will not consume alcohol with a cadre on a personal social basis. This prohibition does not apply to the practice of participation in religious services, rites, or rituals.

(24) Students will not attend social gatherings, clubs, bars, theaters, or similar establishments on a personal social basis with a cadre.

(25) Students will not play cards, games of chance, or gamble with a cadre.

(26) Students will not lend money to, borrow money from, or otherwise become indebted to a cadre.

(27) Students will not engage in an intimate or sexual relationship with another student. Such a relationship includes dating, handholding, kissing, embracing, caressing, or engaging in sexual activities.

3-2. Soldier well-being

a. Officer candidates entering the Army with religious accommodation requests will be processed in accordance with governing Army policy. See all Army activities (ALARACT) message 002/2019, Approval, Disapproval, and Elevation of Requests for Religious Accommodation Waivers and AR 670-1. Afford Soldiers the opportunity to participate in scheduled religious services, but do not direct or coerce participation in any service. Afford those Soldiers who choose not to participate in religious services the opportunity for secular personal time. Personal time activities will not include barracks maintenance or similar activities that offer Soldiers no meaningful choice. The intent is to make it clear that religious activities are voluntary, not command directed.

b. Injury prevention measures.

(1) Prevent and reduce injuries in BOLC training by carefully following the exercise principles of recovery and progression. Research suggests that there is a dose-response relationship between the amount of training and the risk of injury. For example, the more physical activity a group performs, the more injuries will occur. Furthermore, there are thresholds of training above which fitness does not improve substantially, but injury rates still increase. PRT is progressive and disciplined training that challenges the Soldier's physical ability. The progressive nature of the PRT program is essential for the most beneficial physical development and safety of all Soldiers. Adjust the duration and intensity of PRT sessions to compensate for other physically demanding activities.

(2) Leaders must consider students' acclimation to the climate and the effect it has on physiological performance and recovery. Leaders will manage risk for the effects of temperature

by developing and implementing detailed programs to prevent heat and cold casualties. Use TR 350-29, as the basis for locally developed programs. Commanders will also coordinate with the local medical department activity preventive medicine service for assistance in developing their programs.

(3) At least one combat lifesaver (CLS) certified personnel/cadre member and one CLS aid bag are required to be present during training events, to include PRT sessions for each company. BOLC-A/BOLC-B and WOCS/WOBC classes must maintain a minimum of one CLS certified Soldier for every 60 Soldiers involved with the training unit or class.

c. Fueling for performance.

(1) The demands imposed by Army training are unique. Soldier fueling is a critical component of health and fitness, and plays a key role in optimal physical and cognitive function and injury prevention. The integration of basic nutrition concept can improve individual Soldier performance.

(2) The Soldier Fueling Initiative is an Army program developed by the Joint Culinary Center of Excellence and TRADOC, to establish a feeding (fueling) standard for students/Soldiers in IMT. It encompasses DOD nutrition standards, nutritional education, menu development, product selection, preparation, and serving standards. The Soldier Fueling Initiative is designed to improve readiness and increase IMT Soldier fitness and performance while addressing the problems of poor nutrition, through awareness and practices, and their long-term effects on health and fitness.

(a) Modified application of Garrison Menu Standards to promote healthier eating.

(b) Nutrition education emphasizing the links between diet, performance, and long-term health to ensure an understanding of the basic performance nutrition concepts.

(c) Marketing of the program to maintain awareness of nutrition, appropriate food and beverage choices, and both short and long term performance and health.

(3) The Recovery Fuel Nutrition Program is an Army program that directs BOLC-A schools to utilize a pre-approved recovery bar containing a minimum of 28-30 grams carbohydrate, 8-9 grams protein, 3-5 grams fat, and a minimum of 10% of the daily value for iron using the local installation food program manager's guidance. The approved IMT training events for the purchase of recovery bar are: confidence tower, obstacle course, foot march 1 (4 kilometers (K)), foot march 2 (8K), foot march 3 (12K), foot march 4 (16K), night infiltration course, basic tactical techniques (BTT) 2, FTX 3 (first evening/night only), diagnostic physical fitness test #1, and record physical fitness test.

(4) All female students shall be provided a multivitamin with iron prescription on a voluntary basis within the first 72 hours of arrival to BOLC-A/BOLC-B. Education and informational materials on the multivitamin with iron program must also be available to female students.

d. Suicide prevention.

(1) IMT, BOLC training includes programmed/integrated instruction on suicide awareness and identification of potentially suicidal behaviors.

(2) The commander's orientation will instruct Soldiers on the appropriate actions they should take in the event a fellow Soldier talks to them about suicide; specifically, Soldiers must recognize the need to immediately notify the first cadre member available in the chain of command.

e. Prevention of heat and cold casualties.

(1) Senior commanders are responsible for the development and implementation of detailed programs for prevention of heat and cold casualties in accordance with TR 350-29. Commanders should coordinate with the local medical activity preventive medicine service for assistance in developing their programs. The TRADOC Surgeon will publish hot weather guidance and cold weather guidance each year.

(2) For treatment of suspected heat casualty, the use of iced sheets is mandatory. Although guidance from TR 350-29 states that iced sheets should be applied anytime the Soldier has a change in mental status, err on the side of caution and always apply iced sheets to Soldiers showing any signs of environmental heat overexposure. The use of bed sheets cooled with ice water has been proven to significantly improve the recovery and outcome of persons suffering from heat stroke.

(3) Provide iced sheets in accordance with risk assessment and local guidance. For planning purposes, the recommended number of sheets is four per potential heat casualty, in ice chests. Determine the means of procurement for the chests, sheets, and ice through organizational supply personnel. Depending on the risk, the ice chests can be maintained at training sites; carried on ambulances or nonstandard evacuation vehicles; and maintained at troop medical clinics. Iced sheets may be carried at the discretion of the commander and will be maintained at the training site whenever a wet bulb is present.

(4) All IMT cadre including squad leaders, company leadership, and support personnel involved in training Soldiers in a field environment will complete heat illness prevention and treatment training as required by TR 350-29. Heat illness prevention training resources are listed in TR 350-29.

(5) In cold weather, all IMT cadre involved in training Soldiers in a field environment will complete cold injury prevention and treatment training as required by TR 350-29. Cold injury prevention training resources are listed in TR 350-29.

3-3. Secure training and risk management

BOLC-B risk management. Commanders and cadre of BOLC students will utilize the principles and procedures established in Army Techniques Publication 5-19. Apply risk management

techniques to eliminate or control hazards associated with proponent TSPs, in accordance with guidelines established in TR 350-70.

- a. Conduct realistic training exercises within the bounds of an effective risk management program.
 - b. Before training, thoroughly brief all cadre and BOLC students on the risks associated with each specific training event/activity.
 - c. Commanders will also ensure that cadre and IMT Soldiers are aware of the appropriate procedures for reporting suspicious or adverse incidents during non-training hours. Examples are (but not limited to): actual or suspected instances of fire; theft; altercations; suicidal gestures or attempts; injury; unusual health symptoms; or any other unusual behavior or event.
 - d. Each installation will establish standard procedures to ensure a certified Combat Lifesaver/Medic and CLS bag for emergency treatment is readily available during training.
 - e. Commanders will ensure all hazard controls identified on the risk management worksheet, DD Form 2977 (Deliberate Risk Assessment Worksheet) are implemented prior to the start of training and maintained appropriately. Commanders will ensure risk management is integrated and DD Form 2977s are completed, reflecting the conditions at the training site for the specific training period. Risk assessments are maintained at the training site, and are living, working documents which must be updated as conditions change. Risk management policy is in accordance with AR 385-10 and TR 385-2.
 - f. Instructors will integrate risk management by incorporating the identified controls on the DD Form 2977 into each task, and evaluate performance while Soldiers perform the task to the prescribed standard. Instructors will have a copy of the risk management worksheet with them during the training event.
 - g. All training safety is built on a three-tiered approach to safety (command, leader, and individual):
 - (1) Tier 1 (commander responsibility). Validate the structural soundness of the training and evaluation plan for safety, ensure safety-related matters are addressed, and make risk acceptance decisions. Ensure all risk assessment worksheets are signed at the appropriate level for the risk involved (low, moderate, high, or extremely high).
 - (2) Tier 2 (first-line leader responsibility). Consider actions taken by responsible individuals, establish a safety over watch of training, focus on adherence to standards, and make risk acceptance decisions within the commander's intent and delegated authority.
 - (3) Tier 3 (individual Soldier responsibility). Ensure Soldiers look after themselves and others, and know how to recognize unsafe conditions and acts. Soldiers must meet their individual responsibilities for safety, and recognize and report unsafe acts to leaders.
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Chapter 4

The Basic Officer Leaders Course (BOLC) and Common Training Outcomes

4-1. BOLC Common Core Task List (CCTL)

The [BOLC CCTL](#) applies to BOLC-A/BOLC-B training and is available at the [Basic Officer Leader Course page](#). BOLC-A/BOLC-B sources have direct input to the BOLC CCTL. The BOLC CCTL is approved by CG, USACIMT to ensure tasks are nested with desired outcomes and supporting tasks in the institutional training base. All IMT schools manage program compliance of their CCTL instruction through participation at the annual IMT Training Forum and an annual BOLC CCTL synchronization conference.

- a. The CCTL identifies the task proponent and the tasks to be performed during each BOLC phase.
- b. The CCTL is reviewed annually by the CG, USACIMT for training task relevancy.
- c. The CCTL process will include a task review and development of changes by the BOLC-A/BOLC-B proponents, along with the task proponents.
- d. The CCTL council of colonels will consist of BOLC school commandants, representatives, senior warrant representatives, and BOLC stakeholders. The council of colonels will convene annually to review and recommend changes to the CCTL.
- e. CG, USACIMT establishes and approves officer common core tasks for the BOLC A/BOLC-B, and is the approving authority for recommended changes to the CCTL in accordance with TR 10-5-8.
- f. Cadre will train BOLC students in WTBD in accordance with the CCTL.

4-2. WTBD

Proficiency at WTBD is a primary focus towards Soldier certification. A list of the current biennially updated WTBD is found in the [Army Training Network](#). Click the “Search” bar and type in WTBD. Click on the link citing WARRIOR TASKS AND BATTLE DRILLS to open [STP 21-1-SMCT](#). This training is critical because it allows our Soldiers to shoot, move, communicate, survive, and adapt while operating in the contemporary operational environment. Furthermore, it develops proficiency of drills necessary to succeed while in contact with the enemy. BOLC-A/BOLC-B schools will ensure Soldiers are proficient at these skills through instruction, repetition, and application in realistic scenarios.

4-3. Mandatory training requirements

- a. School commandants and commanders provide and record mandatory training for staff and faculty members as required.
- b. Mandatory training requirements for students in an IMT status are found in AR 350-1.

(1) Schools will enter class schedules, new equipment training schedules, and scheduled input into Army Training Requirements and Resources System (ATRRS) and make schedule changes from Training Resources Arbitration Panel (TRAP) or other actions within ten working days of notification.

(2) Schools will also post actual inputs within two working days (seven working days for ARNG and USAR schools) of the start date and the actual outputs within two working days (seven working days for ARNG and USAR schools) from the end date of each class as announced in class schedules. Losses from a course must be posted within two working days of notification to ensure adjustments in any follow-on training for which an individual may have reservations. Actual input and output data must be posted for all courses of instruction.

c. The CG, TRADOC determines subject instruction at specific courses within each training system; IMT, Officer Education System, Non-Commissioned Officer Education System, School for Command Preparation, Civilian Education System.

4-4. BOLC CCTL program of instruction (POI) development and approval process

a. The updated CCTL establishes the minimum requirements for IMT junior officers, and will help to develop officers with the character, competence, and commitment to successfully lead Soldiers at their FUA. The list represents the CG, USACIMT's guidance on what tasks to train; however, it does not articulate how to train those tasks. Proponent schools are encouraged to continually seek innovative ways and opportunities to develop the officers' leadership skills. The council of colonels is held annually to review and revise the CCTL. Revisions will then be sent to the CG, USACIMT for approval.

b. BOLC-A. The POI will be updated in accordance with TR 350-70 and MOU as applicable. See AR 25-50 and TR 1-11, for MOU guidance. The CCTL is posted at the [Basic Officer Leader Course page](#).

c. BOLC-B. Task Proponents are responsible for developing lessons and providing TSPs when assigned by CG, USACIMT for BOLC common core tasks. Proponent schools will prepare and approve new and revised POIs in accordance with TR 350-70.

d. Integration and documentation of common core tasks. The integration of training is the application of knowledge/skills gained from prior training. The integration of all common core tasks will be recorded in the course POI and lesson plan.

(1) BOLC schools will identify all common core tasks alignment within their respective period of instruction no later than 90-days from the most recently approved CCTL. Lesson plans will be revised to incorporate the integration of the common core tasks. Identified common core "integrated" tasks will be recorded for accountability, performance and visibility via the "Individual Summary Page" for accountability, "Lesson Plan Remarks" for performance and through a matrix or crosswalk document for visibility. Refer to the Appendix D of this regulation or the [Basic Officer Leader Course page](#) for an example of entries and crosswalk display. The developed matrix or crosswalk shall be uploaded as a ".pdf" at that location.

(2) Modifications to training programs. The proponent school will inform and coordinate with the CG, USACIMT, BOLC Division, for common core instruction-related changes to BOLC training programs. Proponents will prepare and acquire approval for new and revised POIs in accordance with TR 350-70. See figure 4-1, for the lesson plan development and approval process.

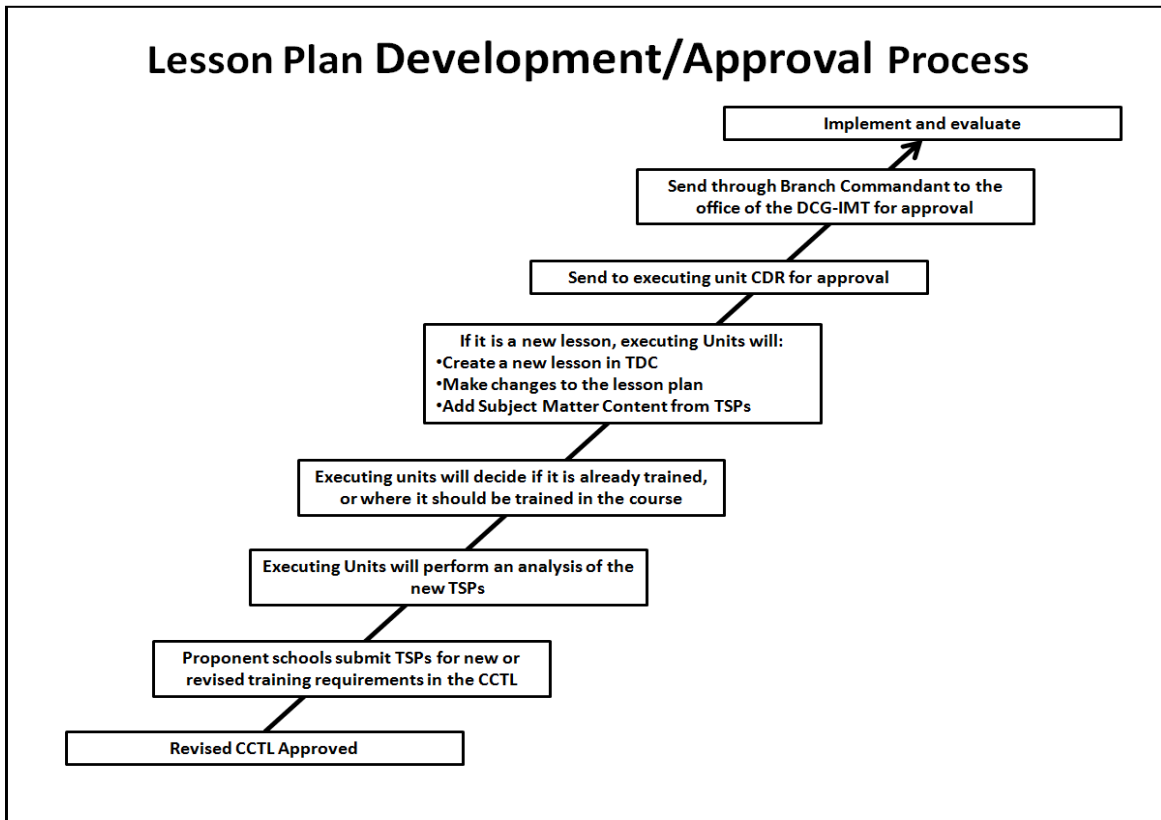


Figure 4-1. Lesson plan development and approval process

(3) Training schedules. BOLC-B schools will produce training schedules as outlined in Army Doctrine Publication (ADP) 7-0.

- (a) Specify when training starts and where it takes place.
- (b) Allocate adequate time to train all tasks to standard, including time to repeat training when standards are not met.
- (c) Specify individual, leader, and collective tasks on which to train.
- (d) Provide multi-echelon and concurrent training topics to make maximum use of available training time.
- (e) Specify who prepares, executes, and evaluates the training.

(f) Ensure training schedules align with BOLC training in the applicable POI module/lesson.

(g) Provide administrative information concerning uniform, weapons, equipment, references, and safety precautions.

(4) Company commanders (or designated representatives) approve and sign their training schedule.

(5) Battalion commanders (or designated representatives) approve and sign the schedule and provide necessary administrative and logistic support. Training is considered locked in when the battalion commander signs the training schedule.

(6) The brigade commander (or designated representative) reviews each training schedule published in the brigade.

(7) The brigade's (or designated representative) higher headquarters reviews selected training schedules and the list of unit-wide training highlights.

4-5. Development of IMT officer training

The designated proponent school is responsible for the development of training (individual and collective tasks), and POI within their area of expertise. Designated proponent schools will approve new and revised POIs in accordance with TR 350-70.

4-6. Modifications to IMT officer training

a. The time allotted for subjects in POI may vary depending on the aptitude and achievement levels of each group of Soldiers, the number of Soldiers in each cycle or class, the instructor-to-student ratio, and the availability of equipment and facilities. For these reasons, commanders are permitted to make adjustments to the amount of time devoted to a task, provided the learning objectives and performance standards are met, and the overall course length remains unchanged.

b. Requests for an exception to policy for changes to BOLC common core training (other than those specified in paragraph a), that do not require a revision to the POI, must be submitted to the office of the CG, USACIMT. A request for an exception to policy must include a memorandum and information paper. See the [BOLC website](#), for an example of an exception to policy, and TR 1-11, for information paper format. Information provided will include the purpose and nature of the temporary change or planned pilot, its duration, and the number of students involved. Ensure coordination is made for such pilots with the proponent. Conduct a risk assessment in support of temporary changes, to identify any new hazards, changes in residual risk, and appropriate hazard controls and risk countermeasures necessary to ensure safe training. The supporting safety office will review and validate the risk assessment.

c. Recommendations are an important part of the continuing POI review and update process. Submit all recommended changes for all IMT via hard copy to TRADOC DCG-IMT (ATMT), 210 Dillon Circle, Director of Operations, Plans and Training, BOLC Division, Fort Eustis, VA

23604-5701. All recommendations will be reviewed and evaluated. These recommendations, when appropriate, will assist with the revision of course materials, individual training plans, course administrative data, and POIs in accordance with TR 350-70.

d. Commandant or proponent school recommendations for exception to policy will be forwarded to the CG, USACIMT for approval on all common core task modifications and changes to common core training.

e. CG, USACIMT is the executive agent for exception to policy request that require approval beyond TRADOC.

4-7. BOLC training outcomes

Common outcomes ensure follow-on training organizations and initial units will receive officers with a common basis of training and professional development. BOLC training is sequential and progressive; and training events build from proficiencies and outcomes achieved in previous training. All students will transition through BOLC-A and BOLC-B in sequence. The only branch exceptions to the sequence rule are Medical, Chaplains, and Judge Advocate General's Corps. Individual case-by-case exceptions will be coordinated through CG, USACIMT, BOLC Division, who will further coordinate with the appropriate TRADOC and HQDA agencies to ensure timelines do not interfere with sustainable readiness support to the operational Army.

4-8. Army learning areas in support of BOLC-A/BOLC-B outcomes

Through the execution of the CCTL and source specific training, education, and experience, each BOLC-A/BOLC-B program will produce learning products that support the four Army learning areas (ALA) and the subsequent 12 general learning outcomes (GLOs) as outlined below:

a. ALA 1: Leadership and Army Profession.

(1) Demonstrate proficiency in creating and sustaining an organizational climate of trust and a shared identity as Army professionals.

(2) Demonstrate proficiency in the Army leader attribute and competency categories described in the Leadership Requirements Model.

(3) Demonstrate proficiency in implementing and sustaining the fundamentals of development.

(4) ALA 1 outcome: Accomplish the mission and improve organizations.

b. Mission command.

(1) Demonstrate proficiency in the principles of mission command.

(2) Demonstrate proficiency in the elements of command and elements of control.

(3) Demonstrate proficiency in command and control of Warfighting Function tasks and systems to integrate elements of combat power.

(4) Demonstrate proficiency in the fundamentals of the operations process to enable leaders to understand, visualize, describe, direct, lead, and assess operations.

(5) Demonstrate proficiency in critical and creative thinking.

(6) ALA 2 outcome: Exercise mission command to command and control Army organizations.

c. Operations.

(1) Demonstrate proficiency in synchronizing all Warfighting Functions in Unified Land Operations in support of Joint Operations.

(2) Demonstrate proficiency in understanding the operational environment across all domains.

(3) Demonstrate proficiency in sustainment functions supporting Army Operations.

(4) ALA 3 outcome: Conduct operations to accomplish the mission

d. Training.

(1) Demonstrate proficiency in planning, preparing, executing, and assessing training.

(2) ALA 4 outcome: Train to improve Army readiness.

Chapter 5

Administrative and Training Policies

5-1. BOLC leadership and cadre certification programs

BOLC schools will establish instructor certification processes in accordance with TR 350-70.

a. School commandants will establish BOLC instructor certification program at their respective schools. Commandants will establish a system for monitoring and improving the quality of instruction in accordance with TR 350-70, to ensure each instructor is fully qualified and current in all aspects of their assigned training mission.

(1) USACC staff, faculty, and cadre qualification and certification programs. In accordance with AR 145-1, Senior Reserve Officers' Training Corps Program: Organization, Administration, and Training, TRADOC Regulation 350-10, and TRADOC Pamphlet (TP) 350-

70-3, USACC will establish an instructor certification process for on-campus senior ROTC programs.

(2) OCS/DCS staff, faculty, and cadre qualification and certification programs. In accordance with TP 350-70-3, OCS will conduct an initial certification program for all incoming personnel assigned to an instructor/writer billet. The initial certification program entails a six week curriculum focused on establishing fundamental instructor competencies. OCS conducts regular assessments in accordance with the instructor development recognition program outlined in TR 600-21.

(3) USMA staff, faculty, and cadre qualification and certification programs. In accordance with AR 210-26, USMA will establish an instructor certification process for all incoming personnel assigned to instructor billets.

(4) Branch school commandants/commanders and CSMs (or designated representatives) will certify BOLC cadre. Consider certification as a continuous assessment and development process, ensuring that BOLC cadre effectively train officers for current and future requirements for success in a complex operational environment. Echelon training two levels down and mentoring one level down (consistent with doctrine) to properly develop cadre (that is, brigade commanders train company commanders and mentor battalion commanders; battalion commanders train platoon leaders and mentor company commanders). Key to effective training is the use of tactical decision exercises with multiple solutions, situational changes, and changes to the original mission. Tactical decision exercises are instrumental for BOLC cadre in developing leaders with critical thinking, ethical reasoning, problem solving, and decision making skills.

(5) Commanders/commandants (or delegated authority) must ensure BOLC instructors/cadre meet the below standard of training required for an instructor to be certified to teach BOLC students, and they are familiar with the following regulatory guidance:

(a) General (TRADOC) training requirements: Successfully complete the common facility development program-instructor course or Combined Arms Center-Training, Army training support center equivalency course for development of staff and faculty in accordance with TP 350-70-3.

(b) BOLC-B specific training requirements. Commanders/commandants (or delegated authority) must ensure BOLC instructors are familiar with the following subjects, guidance, techniques and procedures:

(i) AR 385-10 and TR 385-2, for risk management, range safety, heat injury prevention, etc.

(ii) AR 690-400 and FM 6-22, for developmental counseling techniques.

(iii) TR 350-70 and FM 7-0, for how to conduct effective after action reviews.

(iv) DOD 5500.07-R, AR 350-1, and ADP 1, for the Army Profession, Army ethic and Values, Standards of Conduct and Ethics Training.

(v) CFR 2638.304 and AR 350-1, for initial government ethics training.

(vi) 5 USC Appendix § 402(e)(1) and 5 CFR § 2638.207(a), for annual ethics reporting requirements.

(vii) At a minimum, 25% of BOLC-B instructors (grades second lieutenant (O-2) through captain (O-4), chief warrant officer 3 (CW3) through chief warrant officer 4 (CW4), and staff sergeant (E-6) through master sergeant (E-8)) whose primary responsibility is the direct training of common Soldier skills will be master resilience training (MRT) course certified in accordance with AR 350-53. The current goal for MRT certification is 50% of BOLC-B instructors and cadre assigned strength. Commanders at all levels will ensure that minimum standards are met. Reporting of assigned and trained MRTs will adhere to AR 350-53 and is submitted the first weeks of October and April to CIMT BOLC Division.

b. All personnel assigned to a BOLC company command team must complete their appropriate leader or cadre training course prior to assuming their duties. The brigade commander is the waiver approval authority for all company commanders and first sergeants that do not attend CCFSC prior to assuming command team duties. This course provides future company commanders and first sergeants with a training and educational experience beyond the basic TRADOC cadre training course (CTC) and is a requirement throughout IMT. Attendance to this course is in lieu of CTC. Objectives are for commanders and first sergeants to apply TRADOC's training guidance/ philosophy; effectively command and lead in the IMT environment; influence the management of IMT (training, injury prevention, misconduct procedures, and support systems); and understand IMT resilience and fitness. IMT leader and cadre training courses are not a replacement for professional military education.

5-2. Student in-processing tasks

a. BOLC-A in-processing tasks are determined by the individual executive proponents in all TRADOC and ARNG schools. Direct reporting units service schools and academies under the control of U.S. Army in-processing procedures are in accordance with MOU. See an MOU example at the [Basic Officer Leader Course page](#).

b. BOLC-B in-processing tasks. See appendix C for a sample student in-processing checklist, identifying the minimum required tasks performed at each BOLC-B site to ensure each officer is processed into active duty without delay.

5-3. Early arrivals and holds

a. BOLC-B. In-process and actively engage students and officers in introductory training and/or leadership positions as deemed appropriate by the chain of command. Train and employ student/officers to provide them technical, tactical skills, and experiences to enhance their leader development.

b. Introductory training. Consists of orientation, PRT, and unit taught subjects as directed by the commander. Commanders will prepare students for FUA by scheduling them for training to include: combat lifesaver, hand-to-hand fighting certification, and airborne school. Students may also be placed into temporary leadership positions (platoon leader, company executive officer, etc.), for training units.

c. Schoolhouse should categorize early arrivals/holds as follows:

(1) Early arrival hold/under: awaiting start of BOLC-B course.

(2) Medical hold/under: medical holds waiting for clearance to re-enter BOLC-B course.

(3) Administrative hold/under: pending re-branch or elimination.

(4) Recycle hold/under: waiting to re-enter the course after being recycled or pulled for reasons other than medical.

(5) Holdover: BOLC graduates awaiting start of follow-on schools or awaiting resolution of administrative issues; such as outside continental United States permanent change of station.

d. Fundraising.

(1) No cadre member may sell any product, service, or opportunity to IMT Soldiers.

(2) No IMT Soldiers will be directed to participate in any authorized fundraising activities and no Soldiers will be directed to purchase items at any authorized fundraising activities conducted in the brigade, battalion, company, or training area.

(3) Soldier and Family Readiness Group (SFRG) fundraising activities are only permitted in accordance with governing Army policy; see generally AR 608-1, AR 210-22, and Army Directive 2019-17.

(4) This provision does not prohibit Soldiers from voluntarily contributing to officially authorized campaigns (such as, Combined Federal Campaign, Army Emergency Relief, etc.) or making chapel offerings.

5-4. Medical readiness

Commanders are responsible for the accuracy and timeliness of their units' medical readiness data, for both permanent party and student units, in the Medical Operational Data System (MODS) database. Commanders will adhere to specific requirements:

a. See AR 40-502 and TP 220-1, for required leader training to register and gain access to the Commander Portal; commanders at the battalion level of command and up, senior enlisted advisors, and support staff will have full access to the Senior Commander Portal.

b. Each colonel (O-6) level command or independent lieutenant colonel (O-5) command will appoint at least one commander portal approval manager.

c. Monitor individual medical readiness compliance, and ensure correction of individual medical readiness requirements in accordance with TP 220-1.

d. Monitor electronic profiles (e-Profile) to ensure that Soldiers are receiving timely medical care for their conditions, or progressing in a medical board process if applicable in accordance with TP 220-1.

e. TP 220-1 prescribes commanders of BOLC units will review and assure compliance with individual medical readiness requirements of their students on the occasion of in, and out-processing.

5-5. Graduation requirements

a. Common core completion and graduation requirements.

(1) BOLC-A: OCS/USACC/WOCS/DCC. The CG, USACIMT, in accordance with this regulation, establishes common core graduation requirements for BOLC-A in coordination with appointment/commissioning sources specific graduation requirements as established by the school.

(2) BOLC-A: USMA/United States Army John F. Kennedy Special Warfare Center and School (USAJFKSWCS)/U.S. Army Chaplain School (USACS) in accordance with the MOU posted on the [Basic Officer Leader Course page](#).

(3) BOLC-B. Branch specific graduation requirements are established by the proponent school. General requirements for graduation include the following:

(a) Achieve performance levels as directed in the CCTL matrix for all common core tasks. CCTL is posted on the [Basic Officer Leader Course page](#).

(b) Successfully complete and pass all branch-specific requirements as outlined in each BOLC-B individual student assessment plan in accordance with TR 350-70.

(c) Individually assess and pass the high physical demand tasks in accordance with proponent requirements.

(4) BOLC-B. USAJFKSWCS/USACS in accordance with the MOU posted on the [Basic Officer Leader Course page](#).

b. Professional requirements. When an officer or warrant officer meets graduation requirements, the school is certifying the graduate in character, competence, and commitment by living and upholding the Army ethic and Values. Any student who fails to demonstrate the

Army ethic and Values or commits disciplinary infractions may be subject to the recycle board process and separation.

c. Army combat fitness test (ACFT)/height and weight.

(1) BOLC-A. In accordance with HQDA, TRADOC, and CIMT directives and individual commissioning source specific graduation requirements established by the school.

(2) Candidates enrolling in WOCS or OCS must pass the standard ACFT as an enrollment requirement. If a Soldier enrolling in WOCS or OCS fails the initial ACFT, the Soldier will be denied enrollment but allowed one retest with a subsequent class.

(3) BOLC-B. In accordance with HQDA, TRADOC, and CIMT directives and regulations.

(a) Students must meet height and weight standards for graduation in accordance with AR 350-1. Active Army component students who do not meet height and weight standards in accordance with AR 350-1 prior to graduation, will be placed in a hold status until they have met the requirements or processed from the Army. USAR or ARNG students who do not meet the height and weight standards in accordance with AR 350-1 prior to graduation will be processed from the course and returned to their parent unit.

(b) Students must pass a record ACFT prior to graduation. Any student attending BOLC-B for less than 30 days, who will not be taking an ACFT for record, must hand carry their Department of the Army (DA) Form 705 (Army Physical Fitness Test Scorecard) or appropriate ACFT scorecard with a score within 6 months of attending BOLC-B. Any active component student who does not have a passing record ACFT score prior to graduation will be placed in a hold status until he or she passes or is processed from the Army. Any USAR or ARNG student who does not have a passing record ACFT score prior to graduation will be processed from the course and returned to his or her parent unit.

(c) In the case of students whose profile prevents them from taking the ACFT or approved alternate ACFT, the ACFT requirement may be waived if such students have passed a record ACFT within one year prior to the date of graduation from their final BOLC course or DCC. If the student on profile does not have a record ACFT within one year of graduation, he or she will be assigned to a medical hold status and recycled until able to take the ACFT.

d. Medical limitations.

(1) Commanders will determine participation in BOLC-B following a medical evaluation and accompanying recommendations. The first colonel (O-6) or designated lieutenant colonel (O-5) in the chain of command will make the decision to recycle the student immediately, or hold him/her at the BOLC-B location pending medical treatment and recovery. In the case of reserve component students, consultation with USAR/ARNG liaison is required. Officers who are not medically capable of completing the BOLC-B course will be referred for the Medical Evaluation Board and or military occupational specialty/Medical Retention Board process. If the

officer has a temporary profile or medical issues, such as pregnancy, the officer will be put in a hold status until cleared to continue BOLC-B training.

(2) The e-Profile contains nearly all activities conducted in IMT, including all PRT exercises. A Soldier's e-Profile is accessible in the Commander Portal. The DD Form 689 (Individual Sick Slip) is valid for only 7 days.

e. Recycles and board process. In the event that a student fails to meet BOLC-B graduation requirements as outlined above, the officer will begin the board process to determine whether recycling, branch transferring, or release from active duty is required.

(1) Retraining/retesting/recycling in BOLC-B. The first colonel (O-6) or designated lieutenant colonel (O-5) in the chain of command will review and may authorize retraining/retesting/recycling of students who do not meet graduation requirements. Delay of student graduation will be coordinated with U.S. Army Human Resources Command to minimize dual-slotting seats in subsequent courses as well as effect on Sustainable Readiness.

(2) Disposition of non-graduates. AR 600-8-24 establishes procedures for separating officers for failure to complete training. In BOLC-B, when it is determined that the student will not succeed, the first colonel (O-6) or designated lieutenant colonel (O-5) in the chain of command will forward a recommendation to the General Court-Martial Convening Authority, documenting the efforts to assist the student and the facts supporting the release from active duty. Final separation is determined by HQDA. The Judge Advocate General or his designee has final disposition authority of their branch students enrolled in the DCC. This includes recycling and separation procedures.

f. Academic evaluation reports. BOLC-B students will receive an academic evaluation report in accordance with AR 623-3.

g. Army Training Management System. Training records provide gaining unit commanders with an official record of the officer's completed training and serve as objective departure points for unit training. All individual training in institutional schools will be recorded in the Army Training Management System. The student company (or equivalent) will initiate and maintain a record of individual training record for proponent schools detailing CIMT specified common core tasks for officer's attending BOLC-A/BOLC-B.

5-6. IMT Soldiers as human research volunteers

Guidance for the anticipation of IMT Soldiers as human research volunteers. DCG-IMT holds the DOD assurance from the U.S. Army Medical Research and Development Command, Human Research Protections Office to conduct studies in the IMT population to review and grant or deny access to all Soldiers of IMT for study purposes. The IMT population encompasses recruits, students, drill sergeants, cadre, first sergeants, sergeants major, and all other Soldiers within IMT. The DOD assurance grants CIMT the ability to determine whether scientific review by an institutional review board is required or exempt, and to assess the safety, appropriateness, and feasibility of conducting human research (research that involves talking with, touching, recording or interacting with Soldiers) on the IMT population. As studies can affect items such

as the training POI, basic training resources, or instruction of Soldiers, the potential outcomes or benefits of the study are carefully weighed against time and other requirements to conduct the study and the effects on the study population. Equally important, USACIMT also determines whether proposed studies will conflict with other studies already in progress. All proposed studies, to include surveys and all other types of research requiring the participation of IMT Soldiers will be submitted to the USACIMT, Research and Analysis (R&A) Directorate, for review. There are no other Army organizations or personnel authorized to approve research in the IMT population.

Chapter 6

Training assessment

6-1. BOLC staff assistance visits (SAVs)

a. The CG, USACIMT is charged by the CG, TRADOC, with the responsibility to conduct TRADOC SAVs. SAVs will occur in part through announced, regularly scheduled IMT assessment visits at all installations and organizations conducting BOLC training.

(1) Intent. To assist the commanders' and installations' efforts in conducting IMT; to review and assess execution of mission; and assist commanders in addressing issues and problem areas by providing actionable information and objective feedback to decision makers.

(2) Concept. CG, USACIMT directed and led. Team remains on site for 3 to 5 days, depending on the size of the training organization. Team consists of key USACIMT and TRADOC staff members.

(3) Coordinated CG, USACIMT SAV dates are published on the CG, [USACIMT Web site](#), under the Conferences, Events and Forums tab, and on the TRADOC enterprise calendar under the sub-heading CIMT. Detailed coordination begins not later than 2 months prior to visits.

b. Tasks required by visited BOLC-A/BOLC-B organizations (in accordance with memorandum of instruction for IMT assessment visits):

(1) Provide BOLC company training schedules covering the dates of the visit, to include physical training and unit dining facility schedules, to the CG, USACIMT visit coordinator no later than 30 days prior to scheduled visit.

(2) Provide requested read-ahead material to CG, USACIMT visit coordinator no later than 30 days prior to scheduled visit.

(3) Provide building and room numbers for all events and CG, USACIMT's working office to IMT visit coordinator no later than 21 days prior to visit.

(4) Ensure installation logistics representative makes contact with TRADOC counterpart no later than 30 days prior to visit to identify problems ahead of visit.

(5) Provide a team meeting/conference room with tables, chairs, and audiovisual equipment for team meetings. Must have 24-hour access and seating for all team personnel. This room is used solely by the team throughout the duration of the visit.

(6) Coordinate and provide adequate meeting rooms for all interviews and focus groups.

(7) Coordinate a pre-out brief for the following: The visiting team lead (CG and CSM, USACIMT) and the installation's CG and CSM and invited guests.

(8) Coordinate details of the CG and CSM USACIMT visit with their respective personal staffs to ensure all requirements are met.

(9) Key components of assessment visits include:

(a) Instructor qualifications.

(b) What is the instructor selection process?

(c) What is the instructor certification process and does it meet the Army's requirement?

(d) How much time are instructors given for train-up; for example, right seat, left seat ride?

(e) How are student records being recorded and maintained (Digital Training Management System)?

(f) After action reviews. How are after action reviews conducted (for example, after each event)?

(g) Soldier and Family Readiness Group. Is there a Soldier and Family Readiness Group and what does it include?

(h) PRT. Is PRT being conducted in accordance with prescribed guidance?

(i) Equipment/personnel/time. Are there any resource issues?

(j) What are the biggest challenges that you need help with?

(k) Can you execute training to standard?

(l) Common core integrated training: How is integrated training being conducted? A layout of where in the POI the task is taught and how it is being conducted.

6-2. IMT quality assurance accreditation visits

The TRADOC Quality Assurance Office (ATCS-Q) ensures IMT standards are relevant and focused on outcomes. The quality assurance team participates as members of the TRADOC accreditation team evaluating IMT training as appropriate, and develops written assessments based on CG, USACIMT, approved standards and weighting criteria. Accreditation helps to assure the command that the evaluated training meets the competency needs of today's Army and the operating force. BOLC-B is always evaluated during an accreditation visit.

6-3. Feedback from the force

The CG, USACIMT, will solicit feedback from the force via the annual BOLC survey to ensure relevancy of the CCTL. Proponent branches shall solicit feedback from the operational force to remain relevant within their functional training tasks.

Appendix A

References

Section I

Required Publications

ADP 1

The Army

ADP 6-22

Army Leadership

ADP 7-0

Training Units and Developing Leaders

ALARACT 058/2018

Professionalization of Online Conduct

ALARACT 002/2019

Approval, Disapproval, and Elevation of Requests for Religious Accommodation Waivers

AR 350-1

Army Training and Leader Development

AR 600-9

The Army Body Composition Program

AR 600-20

Army Command Policy

AR 670-1

Wear and Appearance of Army Uniforms and Insignia

Army Techniques Publication 5-19
Risk Management

FM 6-22
Leader Development

FM 7-22
Army Physical Readiness Training

TR 10-5-8
United States Army Center for Initial Military Training

TR 350-10
Institutional Leader Training and Education

TR 350-18
The Army School System (TASS)

TR 350-70
Army Learning Policy and Systems

Section II
Related Publications

ADP 3-0
Operations

ADP 5-0
The Operations Process

ADP 6-0
Mission Command

ADP 6-22
Army Leadership and the Profession

AR 1-201
Army Inspection Policy

AR 5-22
The Army Force Modernization Proponent System

AR 11-2
Managers' Internal Control Program

TRADOC Regulation 350-36

AR 27-10
Military Justice

AR 40-5
Preventive Medicine

AR 40-35
Preventive Dentistry and Dental Readiness

AR 40-66
Medical Record Administration and Healthcare Documentation

AR 40-501
Standards of Medical Fitness

AR 40-502
Medical Readiness

AR 40-562
Immunization and Chemoprophylaxis for the Prevention of Infectious Diseases

AR 165-1
Army Chaplain Corps

AR 350-2
Operational Environment and Opposing Force Program

AR 350-10
Management of Army Individual Training Requirements and Resources

AR 350-50
Combat Training Center Program

AR 385-10
The Army Safety Program

AR 525-28
Personnel Recovery

AR 600-3
The Army Personnel Development System

AR 600-8
Military Human Resources Management

AR 600-100

The Army Profession and Leadership Policy

AR 600-110

Identification, Surveillance, and Administration of Personnel Infected with Human Immunodeficiency Virus

AR 623-3

Evaluation Reporting System

AR 690-400

Total Army Performance Evaluation System

DA Pamphlet 40-11

Preventive Medicine

DA Pam 600-3

Commissioned Officer Professional Development and Career Management

DOD 5500.07-R

Joint Ethics Regulation

DoD Directive 2311.01E

DoD Law of War Program

DODI 6055.04

Department of Defense Traffic Safety Program

FM 3-11

Chemical, Biological, Radiological and Nuclear Operations

FM 3-11.4

Multi-service Tactics, Techniques, and Procedures for Chemical, Biological, Radiological and Nuclear (CBRN) Protection

FM 6-0

Commander and Staff Organization and Operations

FM 6-22

Leader Development

TC 4-02.3

Field Hygiene and Sanitation

TP 220-1

Using the Medical Operating Data System (MODS)

TRADOC Regulation 350-36

TR 1-11
Staff Procedures

TR 10-5
U.S. Army Training and Doctrine Command

TR 10-5-8
United States Army Center for Initial Military Training

TR 350-6
Enlisted Initial Entry Training Policies and Administration

TR 350-29
Prevention of Heat and Cold Casualties

TR 385-2
United States Army Training and Doctrine Command Safety and Occupational Health Program

10 USC § 7233
Requirement of Exemplary Conduct

Section IV Prescribed Forms

This section contains no entries.

Section IV Referenced Forms

DA Form 260
Request for Publishing – DA Administrative Publications

DA Form 705
Army Physical Fitness Test Scorecard

DA Form 1045
Army Ideas for Excellence Program (AIEP) Proposal

DA Form 2028
Recommended changes to Publications and Blank Forms

DD Form 214
Certificate of Release or Discharge from Active Duty

DD Form 220
Active Duty Report

DD Form 689
Individual Sick Slip

DD Form 2977
Deliberate Risk Assessment Worksheet

DD Form 2982
Cadre Prohibited Activities Acknowledgement

DD Form 2983
Student Prohibited Activities Acknowledgement

Appendix B

BOLC Task Training Prioritization Designations

B-1. Proficiency level designations

- a. Proficiency. Soldier demonstrates the ability to perform the task under combat conditions and upon arrival at FUA.
- b. Introductory. Soldier demonstrates the ability to perform the task under supervision.

B-2. Explanation of common military training codes used

a. Train. A structured process designed to increase the capability of individuals or units to perform specified tasks or skills in known situations. This includes program training which is training of a critical task or supporting skills and knowledge. It includes all of the academic instruction that is in the course (reflected in the POI) and applies to the resident and nonresident instruction. It includes common or shared task TSPs forwarded to non-proponent schools for inclusion in a formal course of instruction as a stand-alone lesson with a separate lesson number POI file number. Examples of training include training conducted in resident or nonresident training; when a Soldier is trained to standard; essential training serves as the foundation for the other training in the course; a qualification training requirement; and/or training evaluated during instruction.

Note: For common core or shared task TSPs, it evaluates task performance during instruction under conditions prescribed in the TSPs. May require specific equipment.

b. Integrated training. Training of a critical task or supporting skills and knowledge. It is integrated into existing course academic instruction (reflected in the POI) and applies to resident and nonresident instruction. It includes common or shared task TSPs forwarded to non-component schools for integration into an existing lesson. This task may be one in which the performer has received prior training (that is, it is best used to sustain/refine previously acquired skills). Evaluates task performance during instruction under conditions prescribed in common or shared task TSPs.

c. Awareness training. Training used to disseminate information that provides an individual with the basic knowledge/understanding of a policy, program, or system, not a critical task or supporting skill or knowledge. The proponent school identifies the most efficient and economical media to disseminate the awareness training and disseminates as part of a TSP with supporting administrative information. Awareness training may not be related to course specific training objectives and takes place outside of POI academic time (although the training material may be passed out during POI time). Lessons can be disseminated as handouts, supplemental reading, orientations, etc., and is not formally evaluated.

Appendix C

Sample student in-processing checklist

C. Sample student in-processing checklist

See table C, for a sample student in-processing checklist

Table C.

Sample student in-processing checklist

1. Medical tasks. Ensure that the following individual medical readiness requirements are accomplished, and recorded in a medical record and the Medical Readiness System of Record (that is, the Medical Protection System (MEDPROS)) in accordance with AR 40-502 and TP 220-1.	
	Commissioning medical history and physical examination
	Test for human immunodeficiency virus antibody within the previous 6 months
	Tuberculosis screening in accordance with Office of the Surgeon General policy
	Hearing test
	Vision test
	Profile reviewed and make appropriate disposition
	Obtain blood specimens for serologic screening for hepatitis A and B, measles, rubella and varicella (as determined by local medical authority)
	Collect blood sample for group and type determination, as required
	Collect laboratory specimen for deoxyribonucleic acid identification
	Administer immunizations in accordance with AR 40-562. Educate female officers on the benefits and risks of human papillomavirus (HPV) quadrivalent (types 6, 11, 16 and 18) vaccine, recombinant. Offer HPV vaccine to female Soldiers
	Issue the following items: Lip balm with sun protection factor of at least 15; foot powder; insect repellent containing N, N-diethyl m-toluamide (DEET) (March through October); hand-sanitizing gel containing alcohol (4-ounce containers); sunscreen with sun protection factor of at least 30.
2. Dental tasks. Ensure tasks are accomplished and recorded in the dental record and MEDPROS.	
	Pantographic radiograph in accordance with AR 40-66
	Dental screening in accordance with AR 40-35
3. Troop/Unit tasks.	
	Tri-Service medical care enrollment complete
	Transportation complete
	Privately owned vehicle inspection complete
	Billeting established
	Personal owned weapons registration complete
	Meal card issue

Table C.
Sample student in-processing checklist, cont.

	Central issue facility issue
	Global assessment tool (comprehensive Soldier fitness) complete
	Follow-on schools coordinated as appropriate
	Assignment swap requests submitted as appropriate
	Department of the Army (DA) Form 31 (Leave form) (permissive temporary duty, housing relocation assistance) complete.
	Pay inquiry/pay advance as appropriate
4. Military personnel office/S-1	
	DD Form 93 complete and uploaded into Interactive Personnel Electronic Records Management System
	Service Members' Group Life Insurance Form 8286 complete and uploaded into Interactive Personnel Electronic Records Management System
	Identification tags on hand
	Common access card issued as needed
	Defense Enrollment Eligibility Reporting System enrollment as needed (required documents include marriage certificate and birth certificate)
	DA Form 71 (Oath of office)/orders verification on file
	DD Form 214 (Certificate of Release or Discharge from Active Duty) and DD Form 220 (Active Duty Report) for ARNG and USAR only on file
	NGB 22 (Report of Separation and Record of Service) on file
	Travel vouchers confirmed on hand
	Orders with amendments and 1610 on file
	Standard Form 1199A (Direct Deposit Sign-up) completed, requires one blank check from an open account
	O-1E/O-2E computation documents active Army/USAR/ARNG complete
	Entitlements on file
	Finance complete
	Official passports as required
	Individual Readiness Review (transcripts/commissioning documents loaded in Army Military Human Resource Record (AMHRR))
5. Security requirements in accordance with current DOD and HQDA DCS, G-2 policy:	
	A national agency check with local records and credit check investigation shall be conducted on all military personnel except for those whose specialty/military occupational specialty require Top Secret eligibility. In those instances, a Single Scope Background Investigation will be completed by the responsible investigative agency (currently the Officer of Personnel Management)
	As a minimum, Interim Secret security clearance eligibility is required prior to commission and/or appointment
	Responsible security personnel will utilize Joint Personnel Adjudication System to verify security clearance eligibility
	Responsible security personnel will provide a security in briefing to all incoming military personnel in accordance with Enclosure 5, DOD Manual 5200.01, Volume 3

Appendix D

Required CCTL accountability, performance and visibility entries in POI

D. Required CCTL accountability, performance and visibility entries in POI

See figure D, for required CCTL accountability, performance and visibility entries in POI

**For this example, we have chosen CCTL # 20 – Communicate in Writing from the 151A WOBC POI. The task and title reflects task integration within an existing technical lesson in their course (552-07545045/13.1). To understand all three entries simply follow the blue font items to observe the relationships.*

**Individual Task Summary
(Accountability Entry)**

Task	Title	Lesson / Ver	Critical	Mandatory
158-100-4009	Communicate in Writing (CCTL #20/Integrated)	552-07545045 / 13.1	IAW POI	IAW POI

**Training Module / Lesson Plan
(Remarks Annotation)**

Lesson Id/Version	Technique of Delivery	Hours	Method of Instruction
552-07545045 / 13.1	Introduction:	0.1	(CO) Conference/Discussion
	Large Group Instruction	0.2	(PH) Practical Exercise (Hands-On)
	Large Group Instruction	22.0	(CO) Conference/Discussion
	Large Group Instruction	7.0	(RP) Role Playing
	Large Group Instruction	7.6	(HO) Hands-On Instruction
	Practical Exercise (Hands-On)	8.0	(PH) Practical Exercise (Hands-On)
	Summary:	0.1	(CO) Conference/Discussion
Total: 45.0			
Security Clearance: Unclassified			
Lesson Title: Manage AMC/ASC Production Control Section			
Action			
Text: Manage AMC/ASC Production Control Section.			
Condition: Given a computer loaded with applicable references, internet access, ULLS-A(E) system, DA Forms 1352 and 1352-1, student handouts, a scenario-based practical exercise and a role-playing requirement to brief the chain of command.			
Standard: Manage AMC/ASC Production Control Section IAW applicable references.			
Remarks: Students complete activities, role play and exercises towards comprehension of managing a production control section that integrates the components of “Communicate in Writing” or CCTL # 20.			

Figure D. Program of instruction entries examples

**Crosswalk or Matrix Template
(Visibility)**

Integrated Critical Task		Lesson/TLO/Outcome	Individual Student Assessment	Method of Delivery/Instruction	Estimated Academic Time
CCTL # 20	158-100-4009	<p>Lesson: Manage AMC/ASC Production Control Section</p> <p>TLOs: Draft, edit and review official military documents</p> <p>Outcome: Effective communication with leaders and subordinates</p>	<ul style="list-style-type: none"> • Check on learning • Practical Exercise • Role Playing • Classroom Discussions 	<ul style="list-style-type: none"> • Cadre Led • Hands-on Instruction 	2hr
Communicate in Writing					

Figure D. Program of instruction entries examples, cont.

**Appendix E
Records**

E-1. Management of training records

Training records (hardcopy or electronic) created and/or received in the course of doing Army business will be maintained in accordance with personnel and training regulations, as well as, AR 25-22 and 25-400-2.

E-2. Permanent records

POIs (record number 351c1) and test development (record number 350-1m1) records are permanent records.

Note: Permanent records will be uploaded to the ARIMS Army Electronic Archive the year they are created by the record owner (organization that created them).

Glossary

Section I

Abbreviations

AAR	After action review
ACFT	Army Combat Fitness Test
ALA	Army learning areas
AR	Army regulation
ARNG	Army National Guard
BOLC	Basic Officer Leaders Course
BOLC-A	Basic Officer Leaders Course-Accessions (pre-commissioning training)
BOLC-B	Basic Officer Leaders Course-Branch (branch specific/technical training)
CBRN	chemical, biological, radiological, and nuclear
CCTL	common core task list
CFR	code of Federal regulations
CG	commanding general

CLS	combat lifesaver
CSM	command sergeant major
DA	Department of the Army
DCC	Direct Commission Course
DCG	Deputy Commanding General
DCG-IMT	Deputy Commanding General for Initial Military Training
DD	Department of Defense
DEET	N, N-diethyl m-toluamide
FM	field manual
FUA	first unit of assignment
GLO	general learning outcome
HQ	headquarters
HQDA	Headquarters, Department of the Army
IMT	initial military training
K	kilometer
MEDCOE	U.S. Army Medical Center of Excellence
MOU	memorandum of understanding
NGB	National Guard Bureau
OCS	Officer Candidate School
POI	program of instruction
PRT	physical readiness training
RA	regular Army
ROTC	Reserve Officer Training Corps
RM	rifle marksmanship
SAV	staff assistance visit
TP	TRADOC pamphlet
TR	TRADOC regulation
TRADOC	U.S. Army Training and Doctrine Command
TSP	training support package
USACC	U.S. Army Cadet Command
USACIMT	U.S. Army Center for Initial Military Training
USC	United States code
USMA	U.S. Military Academy
USAJFKSWCS	U.S. Army John F. Kennedy Special Warfare Center and School
USAR	U.S. Army Reserve
WOCS	Warrant Officer Candidate School
WOBC	Warrant Officer Basic Course
WTBD	warrior tasks and battle drills

Section II

Terms

Active Army

Members and units of the Regular Army.

Adaptive leader methodology

This methodology is a cultural change rather than a specific set list of exercises. Adaptive leader methodology develops adaptability through the rapid decision making process with instructors certified on how to employ learning models through scenario based education and problem solving exercises. Additionally, adaptive leader methodology parallels the latest findings of the academic world in leader and cognitive development.

U.S. Army Medical Center of Excellence

Performs, provides, or arranges all mission support devices to health service and force health protection requirements for the Army and as directed, for joint, intergovernmental agencies, coalition, and multinational forces (FM 4-02).

Army National Guard

The ARNG is one component of the Army (consisting of Active Army, the Army National Guard and the Army Reserve). The ARNG is composed primarily of traditional guardsmen -- civilians who serve their country, state and community on a part-time basis (usually one weekend each month and two weeks during the summer). Each state, the District of Columbia, and most territories have their own National Guard, as provided for by the Constitution of the United States.

Army Combat Fitness Test

A six-event (three repetition maximum deadlift, standing power throw, hand-release push-up, sprint-drag-carry, leg tuck, and 2-mile run) test designed to measure the basic component of fitness and evaluate Soldiers' ability to perform physical tasks.

Basic rifle marksmanship

A program designed to develop the shooting proficiency of new Soldiers. Soldiers train in basic operations and maintenance requirements of assigned individual weapons. They progress through dry fire, live fire, feedback, and advanced skills; culminating in weapons qualification.

Cadre

All military, permanent party members, or civilian personnel that command, supervise, instruct, train, or directly support IMT Soldiers.

Centers of excellence

An organization that creates the highest standards of achievement in an assigned sphere of expertise by generating synergy through effective and efficient combination and integration of functions while reinforcing unique requirements and capabilities.

Common core

The combination of common military tasks, common leader tasks, and directed or mandated tasks for specific courses, grade levels, or organizational levels regardless of branch or career management field or program.

High physical demand tasks

United States Army developed occupationally relevant and gender neutral physical standards for Branch Qualification and all Military Occupational Specialties (MOS). These standards will be used to assess Soldiers and officers during initial military training as requirements for graduation and branch qualification, and will be used as the continuation standard for serving Soldiers.

Individual medical readiness

Elements of individual medical readiness are the following: Periodic health assessment; deployment-limiting medical conditions; dental readiness; immunizations; DNA specimen; current HIV test; hearing readiness; vision readiness; and pregnancy.

Initial military training

Term that encompasses all initial Army training including enlisted, warrant officer, and officer.

Individual training

Training which prepares the Soldier to perform specified duties or tasks related to an assigned duty position or subsequent duty positions and skill level. Training which officers and noncommissioned officers (leader training) or Soldiers (Soldier training) receive in schools, units, or by self-study. This training prepares the individual to perform specified duties or tasks related to the assigned or next higher specialty code or skill level and duty position.

Phased training

The division of BOLC into separate phases of training; BOLC-A/BOLC-B.

Policy

A high-level overall plan embracing the general goals and acceptable procedures of an organization in light of given conditions to guide and determine present and future decisions (TR 10-5).

Program of instruction

A POI is prepared for all courses and is the most complete institutional training resource document. It provides a specific description of course content, duration of instruction, types of instruction, and lists resources required to conduct the course/phase. The POI is organized by blocks and units in the preferred sequence of instruction. It lists the course objectives, needed support materials, and training time apportionment.

Remedial training

Additional training given to Soldiers enabling them to attain training standards and remain in cycle, rather than having to restart in a new cycle.

Reserve components

Members and units of the ARNG and USAR.

Students

Any individual attending instruction in BOLC A or BOLC B.

Soldier Fueling Initiative

A standard for Soldiers in IMT that encompasses Department of Defense nutritional standards, nutritional education, menu development, and preparation and serving standards to increase IMT Soldier fitness and performance.

Training Requirements Analysis System

The purpose of Training Requirements Analysis System is to ensure that students, instructors, facilities, ammunition, equipment, and funds are all at the right place and time to implement directed training. The Training Requirements Analysis System is a management system that provides for the documentation of training and resource requirements in time to inject them into resource acquisition systems. Training Requirements Analysis System documents include the individual training plan, course administrative data, and POI.

U.S. Army Reserve

Members and units of the Army Reserve.

Warrior tasks and battle drills

Selected skills taught in all phases of IMT to train students how to survive in combat.